



eSpark Learning Alignment with the Kentucky Academic Standards (2019)

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

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KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skills - Print Concepts			
RF.K.1	Demonstrate understanding of the organization and basic features of print to aid in comprehension.	-Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right and Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
RF.K.1.a	Follow words from left to right, top to bottom and page by page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
RF.K.1.c	Recognize that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
Reading Foundational Skills - Phonological Awareness			
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes).	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count the Syllables in a Word - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RF.K.2.a	Recognize and orally produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
RF.K.2.b	Count, pronounce, blend and segment syllables in spoken words.	-Count Syllables	- Count the Syllables in a Word
RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.		
RF.K.2.d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
Reading Foundational Skills - Phonics and Word Recognition			
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Letter Sounds -Sight Words -Word Families	- Make all the Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	-Letter Sounds	- Make all the Letter Sounds
RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		
RF.K.3.c	Read common high-frequency words by sight.	-Sight Words	- Recognize Sight Words

Kindergarten ELA (continued)

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RF.K.3.d	Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-Word Families	<ul style="list-style-type: none"> - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
Reading Foundational Skills - Fluency			
RF.K.4	Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.		
RF.K.4.a	Read emergent-reader texts with purpose and understanding.		
Reading Standards for Literature - Key Ideas and Details			
RL.K.1	With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	-Ask and Answer Questions	- Answer Questions about a Story
RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	-Retell Stories	<ul style="list-style-type: none"> - Retell the Parts of a Story - Retell a Story
RL.K.3	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	-Tell What Happened	<ul style="list-style-type: none"> - Identify Major Events in a Story - Identify the Characters in a Story
Reading Standards for Literature - Craft and Structure			
RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-Identify Unknown Words	<ul style="list-style-type: none"> - Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
RL.K.5	Recognize common structures of poems, stories and dramas.	-Identify Stories and Poems	<ul style="list-style-type: none"> - Identify Fictional Texts - Identify Poems - Identify Informational Texts
RL.K.6	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.		

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Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	-Using Pictures in Stories	
RL.K.9	With prompting and support, compare/contrast the adventures of characters in stories.	-Compare and Contrast Stories	
Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.		
Reading Standards Informational Text - Key Ideas and Details			
RI.K.1	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	-Ask and Answer Questions	- Ask and Answer Questions about Informational Texts
RI.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
RI.K.3	With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	-Make Connections	- Make Connections Between Events, Individuals, or Ideas in Informational Text
Reading Standards Informational Text - Craft and Structure			
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	-Learn New Words	
RI.K.5	Identify the front cover, back cover and title page of a book.	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover - Identify the Front and Back Cover of a Book

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RI.K.6	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	-Name Authors and Illustrators	- Identify Authors and Illustrators
Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.K.7	With prompting and support, describe the relationship between visuals and the text.	-Pictures Help You Read	
RI.K.8	With prompting and support, identify the claim and reasons an author gives to support claims in a text.	-Author's Purpose	
RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.	-Same and Different	- Note Similarities and Differences Between Texts
Reading Standards Informational Text - Range of Reading and Level of Text Complexity			
RI.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.		
Handwriting			
HW.K.1	Print all upper and lowercase letters and numerals.		
Composition - Text Types and Purposes			
C.K.1	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.		
C.K.1.a	With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.		
C.K.1.b	Introduce the topic.		
C.K.1.c	Provide reasons to support the opinion.		

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C.K.1.d	Use grade-appropriate transitions.		
C.K.1.e	Provide a concluding idea.		
C.K.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
C.K.2	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.		
C.K.2.a	With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.		
C.K.2.b	Introduce the topic.		
C.K.2.c	Supply information to develop the topic.		
C.K.2.d	Use grade-appropriate conjunctions to develop text structure within sentences.		
C.K.2.e	Use grade-appropriate transitions to develop text structure across paragraphs.		
C.K.2.f	Provide a concluding idea.		
C.K.2.g	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
C.K.3	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.		
C.K.3.a	With guidance and support from adults, produce writing in which the development/organization are appropriate to task and purpose.		

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C.K.3.b	Recount a single event.		
C.K.3.c	Include details which describe actions, thoughts, emotions.		
C.K.3.d	Create a sense of closure.		
C.K.3.e	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
Composition - Production and Distribution			
C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.		
Composition - Research to Build and Present Knowledge			
C.K.5	With guidance and support, participate in shared research and writing projects.		
C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		
Language - Conventions of Standard English			
L.K.1	When writing or speaking, demonstrate appropriate use of:		
L.K.1.a	common nouns and verbs.		
L.K.1.b	regular plural nouns by orally adding /s/ or /es/.		
L.K.1.c	interrogative sentences using who, what, where, when, why and how.		
L.K.1.d	sentences using common prepositions.		
L.K.1.e	complete sentences.		
L.K.2	When writing:		
L.K.2.a	Capitalize the first word in a sentence/pronoun I.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
L.K.2.b	Recognize and name end punctuation.		
L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds.		
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
Language - Vocabulary Acquisition and Use			
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-Adding Word Parts	
L.K.4.a	Identify homophones.		
L.K.4.b	Identify common affixes and how they change the meaning of a word.	-Adding Word Parts	
L.K.4.c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
L.K.5.b	Demonstrate an understanding of verbs and adjectives and their antonyms.	-Opposites!	
L.K.5.c	Demonstrate an understanding of verbs and adjectives and their synonyms.	-How to Use Words	

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Counting and Cardinality			
KY.K.CC.1	Count to 100 by ones and by tens. Count backwards from 30 by ones.	-Let's Count	- Count Large Numbers
KY.K.CC.2	Count forward beginning from a given number within the known sequence within 100.	-Let's Count	- Count Large Numbers
KY.K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write/Name Numbers to 20
KY.K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	-Count Objects -Add One	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are - Count a Set of Objects to Determine How Many when Adding One More
KY.K.CC.5	Given a number from 1-20, count out that many objects.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
KY.K.CC.5.a	Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.		
KY.K.CC.5.b	Count to answer "how many?" questions with as many as 10 things in a scattered configuration.		
KY.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	-More or Less?	- Compare Groups of Objects Using More and Fewer
KY.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	-Compare Two Numbers	- Compare Numbers within 10
Operations and Algebraic Thinking			
KY.K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	-Use Pictures to Add and Subtract	- Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures

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KY.K.OA.2	Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.	-Let's Add and Subtract	- Solve Addition and Subtraction Story Problems - Solve Addition/Subtraction Word Problems
KY.K.OA.3	Decompose numbers less than/equal to 10.	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways
KY.K.OA.3.a	Decompose numbers into two groups in more than one way by using objects or drawings and record each decomposition by a drawing or equation.		
KY.K.OA.3.b	Use objects or drawings to demonstrate equality as the balancing of quantities.		
KY.K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation.	-Friends of Ten	- Fill in the Missing Number in an Equation to Make 10 - Find the Missing Number of Objects to Make Ten - Find the Missing Number to Complete a Ten-Frame
KY.K.OA.5	Fluently add and subtract within 5.	-Add and Subtract Within 5	- Subtract within 5 - Add Up to 5
Number and Operations in Base Ten			
KY.K.NBT.1	Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	-Make Numbers	- Use Ten Frames to Make Teen Numbers - Make Teen Numbers with Ten Frames - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks
Measurement and Data			
KY.K.MD.1	Describe measurable attributes (length, height, weight, width, depth) of an object or set of objects using appropriate vocabulary.		
KY.K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size

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KY.K.MD.3	Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.	-Sort and Count Objects	<ul style="list-style-type: none"> - Sort Objects into Categories of Their Own Choice and Count the Objects - Sort Objects Given a Predetermined Category and Count Them - Sort Objects Given a Predetermined Category
KY.K.MD.4	Recognize and identify coins by name.		
Geometry			
KY.K.G.1	Name and describe shapes in the environment.	-Shape Names	<ul style="list-style-type: none"> - Put Objects in Different Locations - Identify Shapes - Identify an Objects Position and Location
KY.K.G.1.a	Describe objects in the environment using names of shapes.	-Shape Names	<ul style="list-style-type: none"> - Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
KY.K.G.1.b	Describe the relative positions of these objects using terms above, below, in front of, behind and next to.	-Shape Names	<ul style="list-style-type: none"> - Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
KY.K.G.2	Correctly name shapes regardless of orientations or overall size.	-Different Shapes	
KY.K.G.3	Identify shapes as two- or three- dimensional.	-Flat or Solid?	
KY.K.G.4	Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.	-Square or Cube?	
KY.K.G.5	Model shapes in the world by building figures from components and drawing shapes.	-Draw Shapes	- Make Two-Dimensional Shapes
KY.K.G.6	Compose simple shapes to form larger shapes.	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

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Reading Foundational Skills - Print Concepts			
RF.1.1	Demonstrate understanding of the organization and basic features of print to aid in comprehension.	-Sentences	
RF.1.1.a	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.	-Sentences	
Reading Foundational Skills - Phonological Awareness			
RF.1.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes).	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds
RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
RF.1.2.c	Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
RF.1.2.d	Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words

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Reading Foundational Skills - Phonics and Word Recognition			
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> -Blend Sounds to Make Words - "Sh" and "Ch" - "Wh," "Th," and "Ck" -Blend Sounds to Make Words -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words 	<ul style="list-style-type: none"> - Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph - Blend Sounds to Read CVC Words - Identify Common Vowel Teams - Read Words with a Silent E - Understand How Silent E Changes the Vowel Sound in a Word - Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word - Divide Words into Syllables - Find the Number of Syllables in a Word - Read Sight Words - Read Irregular Words
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.	<ul style="list-style-type: none"> -Blend Sounds to Make Words - "Sh" and "Ch" - "Wh," "Th," and "Ck" 	<ul style="list-style-type: none"> - Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
RF.1.3.b	Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> -Blend Sounds to Make Words 	<ul style="list-style-type: none"> - Blend Sounds to Read CVC Words
RF.1.3.c	Know final –e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> -Silent 'e' -Vowel Teams 	<ul style="list-style-type: none"> - Identify Common Vowel Teams - Read Words with a Silent E - Understand How Silent E Changes the Vowel Sound in a Word

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RF.1.3.d	Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word
RF.1.3.e	With adult support, decode two-syllable words by breaking the words into syllables.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
RF.1.3.f	Read words with inflectional endings.		
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
Reading Foundational Skills - Fluency			
RF.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.		
RF.1.4.a	Read grade-level text purpose/understanding.		
RF.1.4.b	Orally read grade-level text fluently on successive readings.		
RF.1.4.c	Use context to confirm/self-correct word recognition, rereading as necessary.		
Reading Standards for Literature - Key Ideas and Details			
RL.1.1	With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	-Questions About Stories	- Answer Questions about a Story - Ask Questions about a Story
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	-Retell Stories	- Identify the Lesson in a Story - Identify the Parts of a Story - Retell a Story
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story

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Reading Standards for Literature - Craft and Structure			
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	
Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.1.7	Use a story's illustrations and details to describe its characters, setting and events.	-Images Help You Read	- Use Illustrations to Answer Questions about Characters - Use Illustrations to Answer Questions about Events
RL.1.9	Compare/contrast the adventures and experiences of characters in stories.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.		
Reading Standards Informational Text - Key Ideas and Details			
RI.1.1	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	-Answer Questions About Stories	- Ask and Answer Question about Informational Texts

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RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
RI.1.3	With prompting and support, identify the connection between individuals, events, or pieces of information over the course of a text.	-Make Connections	
Reading Standards Informational Text - Craft and Structure			
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade- level text.	-Find Meaning of Words	
RI.1.5	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-Use Images to Understand a Text	
Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.1.7	Use the visuals and details in a text to describe its key ideas.	-Use Images To Explain a Text	- Use Images to Help Explain a Text
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	-Identify Author's Purpose	
RI.1.9	Identify information from two or more texts on similar themes or topics.	-Compare and Contrast Texts	
Reading Standards Informational Text - Range of Reading and Level of Text Complexity			
RI.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.		

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Handwriting			
HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.		
Composition - Text Types and Purposes			
C.1.1	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.		
C.1.1.a	With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.		
C.1.1.b	Introduce the topic.		
C.1.1.c	Provide reasons with details to support the opinion.		
C.1.1.d	Use grade-appropriate transitions.		
C.1.1.e	Provide a concluding section.		
C.1.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
C.1.2	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.		
C.1.2.a	With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.		
C.1.2.b	Introduce the topic.		
C.1.2.c	Supply information with detail to develop topic.		
C.1.2.d	Use grade-appropriate conjunctions to develop text structure within sentences.		

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C.1.2.e	Use grade-appropriate transitions to develop text structure across paragraphs.		
C.1.2.f	Provide a concluding section.		
C.1.2.g	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
C.1.3	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.		
C.1.3.a	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
C.1.3.b	Recount a single event or multiple events, memories or ideas.		
C.1.3.c	Include details which describe actions, thoughts, emotions.		
C.1.3.d	Use temporal words and phrases to signal event order.		
C.1.3.e	Create a sense of closure.		
C.1.3.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
Composition - Production and Distribution			
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Composition - Research to Build and Present Knowledge			
C.1.5	With guidance and support, participate in shared research and writing projects.		
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		
Language - Conventions of Standard English			
L.1.1	When writing or speaking, demonstrate appropriate use of:		
L.1.1.a	common, proper and possessive nouns.		
L.1.1.b	singular and plural nouns with matching verbs in basic sentences.		
L.1.1.c	personal, possessive and indefinite pronouns in a sentence.		
L.1.1.d	verbs to convey a sense of past, present and future in a sentence.		
L.1.1.e	frequently occurring adjectives in a sentence.		
L.1.1.f	frequently occurring conjunctions in a sentence.		
L.1.1.g	frequently occurring prepositions in a sentence.		
L.1.1.h	declarative, interrogative, imperative and exclamatory sentences in response to prompts.		
L.1.2	When writing:		
L.1.2.a	Capitalize proper nouns, including but not limited to dates and names of people.		
L.1.2.b	Demonstrate appropriate use of end punctuation.		
L.1.2.c	With prompting and support, produce and write commas in dates and to separate single words.		
L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
Language - Vocabulary Acquisition and Use			
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	-Context Clues -Prefixes and Suffixes	
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Context Clues	
L.1.4.b	Identify common affixes and how they change the meaning of a word.	-Prefixes and Suffixes	
L.1.4.c	With guidance and support, identify frequently occurring root words and their inflectional forms.		
L.1.4.d	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal relationships.		
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-Sorting Words -Words and Their Use -What are Synonyms?	
L.1.5.a	Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.	-Sorting Words	
L.1.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		
L.1.5.c	Demonstrate understanding of words by relating them to their synonyms and antonyms.	-Words and Their Use	
L.1.5.d	Define or act out the shades of meaning among verbs (e.g., look, peek) and adjectives differing in intensity (e.g., large, gigantic).	-What are Synonyms?	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
KY.1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.	-Word Problems	<ul style="list-style-type: none"> - Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
KY.1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings and equations with a symbol for one unknown.		
KY.1.OA.3	Apply properties of operations as strategies to add and subtract.	-Number Families	<ul style="list-style-type: none"> - Learn about Fact Families - Understand Properties of Addition
KY.1.OA.4	Understand subtraction as an unknown-addend problem.	-Number Families	<ul style="list-style-type: none"> - Understand Properties of Addition
KY.1.OA.5	Relate counting to addition and subtraction.	-Use Counting to Add and Subtract	<ul style="list-style-type: none"> - Add by Counting On - Add within 20 by Counting - Add within 20 by Counting - Subtract within 20 by Counting Back
KY.1.OA.6	Add and subtract within 20.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
KY.1.OA.6.a	Fluently add and subtract within 10.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
KY.1.OA.6.b	Add/subtract within 20, demonstrating fluency for addition/subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition/subtraction; creating equivalent but easier or known sums.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.1.OA.7	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	-What is Equal?	
KY.1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend
Number and Operations in Base Ten			
KY.1.NBT.1	Count and represent numbers.		
KY.1.NBT.1.a	Count forward to and backward from 120, starting at any number less than 120.		
KY.1.NBT.1.b	In this range, read and write numerals and represent a number of objects with a written numeral.		
KY.1.NBT.2	Understand the two-digits of a two-digit number represent amounts of tens and ones.	-Tens and Ones	- Identify the How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
KY.1.NBT.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
KY.1.NBT.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
KY.1.NBT.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones).	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	-Compare Numbers	- Compare Two-Digit Numbers
KY.1.NBT.4	Add within 100 including adding a two-digit number and a one-digit number. Add a two-digit number and a multiple of 10.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
KY.1.NBT.4.a	Add within 100 using... • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
KY.1.NBT.4.b	Relate the addition strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
KY.1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	-Add and Subtract	- Find Ten More and Ten Less - Add One or Ten More to a Given Number
KY.1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences).		
KY.1.NBT.6.a	Subtract using: • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction.		
KY.1.NBT.6.b	Relate the subtraction strategy to a written method and explain the reasoning used.		
Measurement and Data			
KY.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object

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KY.1.MD.2	Express the length of an object as a whole number of same size length units, by laying multiple copies of a shorter object (the length unit) end to end with no gaps or overlaps.	-Measure Without a Ruler	<ul style="list-style-type: none"> - Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
KY.1.MD.3	Assign values to time and money.	-Tell Time to the Hour and Half-Hour	<ul style="list-style-type: none"> - Tell Time to the Hour Using Digital and Analog Notation - Tell Time to the Hour and Half Hour Using Digital and Analog Notation
KY.1.MD.3.a	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	<ul style="list-style-type: none"> - Tell Time to the Hour Using Digital and Analog Notation - Tell Time to the Hour and Half Hour Using Digital and Analog Notation
KY.1.MD.3.b	Identify the coins by values (penny, nickel, dime, quarter).	-Tell Time to the Hour and Half-Hour	<ul style="list-style-type: none"> - Tell Time to the Hour Using Digital and Analog Notation - Tell Time to the Hour and Half Hour Using Digital and Analog Notation
KY.1.MD.4	Investigate questions involving categorical data.	-Sort and Count Objects	<ul style="list-style-type: none"> - Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
KY.1.MD.4.a	Pose a question that can be answered by gathering data.	-Sort and Count Objects	<ul style="list-style-type: none"> - Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
KY.1.MD.4.b	Determine strategy for gathering data from peers.	-Sort and Count Objects	<ul style="list-style-type: none"> - Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.1.MD.4.c	Organize and represent data in a table/chart with up to three categories.	-Sort and Count Objects	<ul style="list-style-type: none"> - Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
KY.1.MD.4.d	Interpret data to answer questions about the table/chart that connects to the question posed, including total number of data points, how many in each category and how many more or less are in one category than in another.	-Sort and Count Objects	<ul style="list-style-type: none"> - Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
Geometry			
KY.1.G.1	Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.	-Learn About Shapes	<ul style="list-style-type: none"> - Identify the Attributes of Flat Shapes - Draw Shapes
KY.1.G.2	Compose shapes.	-Build With Shapes	<ul style="list-style-type: none"> - Create 3D Shapes
KY.1.G.2.a	Compose two-dimensional shapes to create rectangles, squares, trapezoids, triangles, half-circles, quarter-circles and composite shapes to compose new shapes from the composite shapes.	-Build With Shapes	<ul style="list-style-type: none"> - Create 3D Shapes
KY.1.G.2.b	Use 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 shapes.	-Build With Shapes	<ul style="list-style-type: none"> - Create 3D Shapes
KY.1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters, and use the phrases half of, fourth of and quarter of. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	-Dividing Shapes	<ul style="list-style-type: none"> - Partition Shapes into Halves and Fourths

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skills - Phonics and Word Recognition			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> -Long and Short Vowels -R-Controlled Vowels -"ai," "ay," and "ow" -Decode Words -Tricky Spelling Patterns -Irregularly Spelled Words 	<ul style="list-style-type: none"> - Read Words with Long Vowels - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams - Identify Prefixes and Suffixes - Identify Words with Soft and Hard C - Identify Sight Words - Read Sight Words
RF.2.3.a	Distinguish long/short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> -R-Controlled Vowels -"ai," "ay," and "ow" 	<ul style="list-style-type: none"> - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.		
RF.2.3.d	Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.	-Decode Words	- Identify Prefixes and Suffixes
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard C
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	<ul style="list-style-type: none"> - Read Sight Words - Identify Sight Words
Reading Foundational Skills - Fluency			
RF.2.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.		
RF.2.4.a	Read text with purpose and understanding.		
RF.2.4.b	Orally read grade-level text fluently on successive readings.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Reading Standards for Literature - Key Ideas and Details			
RL.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	-Ask and Answer Questions	- Answer Questions about a Story
RL.2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	-Stories Can Teach Lessons	- Retell a Story
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories
Reading Standards for Literature - Craft and Structure			
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
RL.2.5	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, and End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
RL.2.6	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	-Discover Points of View	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story
RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.	-Compare and Contrast Stories	
Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently		
Reading Standards Informational Text - Key Ideas and Details			
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	-Answer Questions about Texts	- Answer Questions about a Text - Learn the 5 W's and Practice Answering Questions about Nonfiction Text
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.	-Main Topic	- Find the Main Topic of an Informational Text
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	-Identify Steps in a Process	- Identify the Chronological Order of Events
Reading Standards Informational Text - Craft and Structure			
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	-Find the Meaning of New Words	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RI.2.5	Identify and describe informational text structures, including sequence/ chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	-Nonfiction Text Features	- Identify Nonfiction Text Features
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	-Purpose of a Text	
Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
RI.2.8	Describe how reasons support specific claims the author makes in a text.	-Find Evidence in the Text	
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.	-Compare and Contrast Texts	
Reading Standards Informational Text - Range of Reading and Level of Text Complexity			
RI.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		
Handwriting			
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Composition - Text Types and Purposes			
C.2.1	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.		
C.2.1.a	With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.		
C.2.1.b	Introduce the topic, followed by opinion statement, and create an organizational structure.		
C.2.1.c	Provide reasons with details to support opinion.		
C.2.1.d	Use grade-appropriate transitions.		
C.2.1.e	Provide a concluding section.		
C.2.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
C.2.2	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.		
C.2.2.a	With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures.		
C.2.2.b	Introduce the topic.		
C.2.2.c	Supply information to develop the topic.		
C.2.2.d	Use grade-appropriate conjunctions to develop text structure within sentences.		
C.2.2.e	Use grade-appropriate transitions to develop text structure across paragraphs.		
C.2.2.f	Provide a concluding section.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.2.2.g	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
C.2.3	Compose narratives, using writing/digital resources, to develop real or imagined experiences/ multiple events or ideas, using effective technique, descriptive details and clear sequences.		
C.2.3.a	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
C.2.3.b	Recount a single event or multiple events, memories or ideas.		
C.2.3.c	Include details which describe actions, thoughts, emotions.		
C.2.3.d	Use temporal words and phrases to signal event order.		
C.2.3.e	Create a sense of closure.		
C.2.3.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
Composition - Production and Distribution			
C.2.4	With guidance and support from adults, use a variety of digital resources to create/publish products, including in collaboration with peers.		
Composition - Research to Build and Present Knowledge			
C.2.5	Conduct shared research and writing projects that build knowledge about a topic.		
C.2.6	Collect information from real-world experiences or provided sources to answer/generate questions.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Language - Conventions of Standard English			
L.2.1	In writing or speaking, demonstrate appropriate use of:		
L.2.1.a	collective nouns.		
L.2.1.b	frequently occurring irregular nouns.		
L.2.1.c	reflexive pronouns.		
L.2.1.d	past tense of frequently occurring irregular verbs.		
L.2.1.e	adjectives and adverbs in sentence formation.		
L.2.1.f	producing, expanding and rearranging complete simple and compound sentences.		
L.2.2	When writing:		
L.2.2.a	Capitalize proper nouns, including but not limited to holidays, product names and geographic names.		
L.2.2.b	Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).		
L.2.2.b	Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).		
L.2.2.c	Use apostrophe to form contractions and possessives.		
L.2.2.d	Generalize spelling patterns.		
L.2.2.e	Use reference materials to self-check and correct spelling.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Language - Knowledge of Language			
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.		
L.2.3.a	Compare formal and informal uses of English.		
Language - Vocabulary Acquisition and Use			
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word.	-Adding Prefixes	
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root.	-Root Words	
L.2.4.d	Use knowledge of the meaning of individual words to predict meaning of compound words.	-Compound Words	
L.2.4.e	Use glossaries/beginning dictionaries to determine/clarify the meaning of words/phrases.		
L.2.4.f	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.		
L.2.5.a	Demonstrate understanding of words by relating them to their synonyms and antonyms.		
L.2.5.b	Distinguish the shades of meaning among closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
KY.2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	-Word Problems	<ul style="list-style-type: none"> - Solve Addition Word Problems - Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
KY.2.OA.2	Fluently add and subtract within 20 using mental strategies.	-Add and Subtract with Fluency	<ul style="list-style-type: none"> - Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency - Add and Subtract within 20
KY.2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.	-Odds and Evens	<ul style="list-style-type: none"> - Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs - Identify Odd or Even with Automaticity
KY.2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	<ul style="list-style-type: none"> - Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array
Number and Operations in Base Ten			
KY.2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones.	-Place Value	- Identify the Place Values of Three Digit Numbers
KY.2.NBT.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”	-Place Value	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.2.NBT.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.	-Place Value	
KY.2.NBT.2	Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.	-Skip-Count to 1000	- Skip Count by Tens
KY.2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names and expanded form.	-Numbers to 1000	<ul style="list-style-type: none"> - Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
KY.2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	-Compare 3-digit Numbers	<ul style="list-style-type: none"> - Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols - Use Place Value Understanding to Compare 3-Digit Numbers
KY.2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction	-Add and Subtract within 100	<ul style="list-style-type: none"> - Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers
KY.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		
KY.2.NBT.7	Add and subtract within 1000.		
KY.2.NBT.7.a	Represent and solve addition and subtraction problems using... • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.2.NBT.7.b	Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		
KY.2.NBT.8	Mentally add and subtract 10/100 to a given number 100–900.		
KY.2.NBT.9	Explain addition/subtraction strategies work, using place value/the properties of operations.		
Measurement and Data			
KY.2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.	-Measure Length	- Measure Length Using a Ruler
KY.2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how measurements relate to the size of the unit chosen.		
KY.2.MD.3	Estimate lengths using units of inches, feet, yards, centimeters and meters.		
KY.2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.		
KY.2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.		
KY.2.MD.6	Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to numbers. Represent whole-number sums and differences within 100.		
KY.2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.2.MD.8	Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the \$ and ¢ symbols appropriately.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
KY.2.MD.9	Investigate questions involving measurements.		
KY.2.MD.9.a	Identify a statistical question focused on measurements.		
KY.2.MD.9.b	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.		
KY.2.MD.9.c	Show the measurements by making a dot plot, where the horizontal scale is marked off in whole-number units.		
KY.2.MD.10	Create a pictograph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart and compare problems using information presented in a bar graph.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions about Their Graph - Read Bar Graphs and Answer "How Many" Questions about the Data - Sort and Graph Objects
Geometry			
KY.2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).	-Name and Draw Shapes	- Identify 3D Shapes
KY.2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	-Divide Rectangles	- Partition Rectangles and Count the Squares
KY.2.G.3	Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skills - Phonics and Word Recognition			
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes - Identify the Meaning of Suffixes - Identify Prefixes and Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
RF.3.3.a	Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes - Identify the Meaning of Suffixes - Identify Prefixes and Suffixes
RF.3.3.b	Decode multisyllabic words.		
RF.3.3.c	Read appropriate irregularly spelled words.		
Reading Foundational Skills - Fluency			
RF.3.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.	-Read with Fluency	- Read with Fluency
RF.3.4.a	Read grade-level text with purpose and understanding.		
RF.3.4.b	Fluently read grade-level prose and poetry orally on successive readings.	-Read with Fluency	- Read with Fluency
RF.3.4.c	Use context to confirm or self-correct word recognition/understanding, rereading as necessary.		
Reading Standards for Literature - Key Ideas and Details			
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	-Understanding the Text	- Ask and Answer Questions about a Story

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RL.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including fables, folktales and myths from diverse cultures.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	-Describe Characters in a Story	- Describe Characters
Reading Standards for Literature - Craft and Structure			
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
RL.3.5	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear/circular structures.	-Identifying Text Structure	- Identify the Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
RL.3.6	Distinguish their own perspective from that of the narrator or characters, and describe how various perspectives shape the content of the text.	-Point of View	
Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including creating mood, character and setting.	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
RL.3.9	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	-Compare, Contrast Series Books	
Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level complex literary texts independently/proficiently.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Standards Informational Text - Key Ideas and Details			
RI.3.1	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	-Asking and Answering Questions	- Find Text Evidence to Answer Questions about Informational Text - Refer to Text Evidence to Answer Questions about Informational Text
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
RI.3.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
Reading Standards Informational Text - Craft and Structure			
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words/phrases shape meaning.	-Context Clues	
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
RI.3.6	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	-Point of View	- Identify the Author's Point of View - Identify the Author's Intent
Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	-Use Pictures to Understand Words	- Answer Questions about the Images in a Text - Explain the Images in a Text

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.	-Logical Connections	
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic

Reading Standards Informational Text - Range of Reading and Level of Text Complexity

RI.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		
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Handwriting Standards

HW.3.1	Legibly form cursive letters, words, and sentences with accepted norms.		
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Composition - Text Types and Purposes

C.3.1	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.		
C.3.1.a	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
C.3.1.b	Introduce the topic, followed by opinion statement, and create an organizational structure.		
C.3.1.c	Provide reasons with elaborate details to support the opinion.		
C.3.1.d	Use grade-appropriate transitions.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.3.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
C.3.2	Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.		
C.3.2.a	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.		
C.3.2.b	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
C.3.2.c	Develop the topic with facts, definitions and details.		
C.3.2.d	Use grade-appropriate conjunctions to develop text structure within sentences.		
C.3.2.e	Use grade-appropriate transitions to develop text structure across paragraphs.		
C.3.2.f	Provide a concluding section.		
C.3.2.g	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
C.3.3	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.		
C.3.3.a	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.3.3.b	Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.		
C.3.3.c	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.		
C.3.3.d	Use temporal words and phrases to signal event order.		
C.3.3.e	Create a sense of closure that follows the narrated experiences or events.		
C.3.3.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		
Composition - Production and Distribution			
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.		
Composition - Research to Build and Present Knowledge			
C.3.5	Conduct short research projects that build knowledge about a topic.		
C.3.6	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.		
Composition - Range of Writing			
C.3.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Language - Conventions of Standard English			
L.3.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.		
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.		
L.3.1.b	Form and use regular and irregular plural nouns.		
L.3.1.c	Use abstract nouns.		
L.3.1.d	Form and use regular and irregular verbs.		
L.3.1.e	Use verb tenses.		
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.		
L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
L.3.1.h	Use coordinating and subordinating conjunctions.		
L.3.1.i	Produce simple, compound and complex sentences.		
L.3.2	When writing:		
L.3.2.a	Capitalize appropriate words in titles.		
L.3.2.b	Use commas in addresses.		
L.3.2.c	Use commas and quotation marks in dialogue.		
L.3.2.d	Use possessives.		
L.3.2.e	Use conventional spelling for high-frequency words where suffixes are added to base words.		
L.3.2.f	Use spelling patterns/generalizations in words.		
L.3.2.g	Consult reference materials as needed to check and correct spellings.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Language - Knowledge of Language			
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.		
L.3.3.a	Choose words and phrases for effect.		
L.3.3.b	Recognize and observe differences between conventions of spoken/written Standard English.		
Language - Vocabulary Acquisition and Use			
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.		
L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word.		
L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root.		
L.3.4.d	Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.		
L.3.4.e	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.		
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.		
L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context.		
L.3.5.b	Demonstrate understanding of words by relating them to their synonyms and antonyms.		
L.3.5.c	Distinguish shades of meaning among related words that describe degrees of certainty.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
KY.3.OA.1	Interpret and demonstrate products of whole numbers.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
KY.3.OA.2	Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
KY.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
KY.3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	-Unknown Number Equations	
KY.3.OA.5	Apply properties of operations as strategies to multiply and divide.	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
KY.3.OA.6	Understand division as an unknown-factor problem.	-Division as an Unknown Factor	
KY.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency
KY.3.OA.8	Use various strategies to solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.		
Number and Operations in Base Ten			
KY.3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
KY.3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction.	-Add within 1000 -Subtract within 1000	<ul style="list-style-type: none"> - Add within 1000 Using the Standard Algorithm - Add within 1000 Using the Expanded Form Strategy - Add within 1000 Using a Number Line - Add within 1000 Using any Method - Subtract within 1000 Using a Number Line - Subtract within 1000 Using the Standard Algorithm - Subtract within 1000 Using the Expanded Form Strategy
KY.3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range of 10–90 using strategies based on place value and properties of operations.		
Number and Operations – Fractions			
KY.3.NF.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	-Getting Started with Fractions	<ul style="list-style-type: none"> - Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
KY.3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line.	-Fractions on a Number Line	<ul style="list-style-type: none"> - Label Fractions on a Number Line - Identify Fractions on a Number Line

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.3.NF.2.a	Represent a fraction $\frac{1}{b}$ (unit fraction) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. • Recognize each part has size $\frac{1}{b}$. • a unit fraction, $\frac{1}{b}$ is located $\frac{1}{b}$ of a whole unit from 0.	-Fractions on a Number Line	- Label Fractions on a Number Line - Identify Fractions on a Number Line
KY.3.NF.2.b	Represent a non-unit fraction $\frac{a}{b}$ on a number line by marking off a lengths of $\frac{1}{b}$ (unit fractions) from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the non-unit fraction $\frac{a}{b}$ on the number line.	-Fractions on a Number Line	- Label Fractions on a Number Line - Identify Fractions on a Number Line
KY.3.NF.3	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.	-Identifying Equivalent Fractions -Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
KY.3.NF.3.a	Understand two fractions as equivalent (equal) if they are the same size, or same point on a number line.	-Identifying Equivalent Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions
KY.3.NF.3.b	Recognize/generate simple equivalent fractions. Explain why the fractions are equivalent through writing or drawing.	-Generating Equivalent Fractions	
KY.3.NF.3.c	Express whole numbers as fractions and recognize equivalent fractions to numbers.	-Whole Numbers as Fractions	
KY.3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols, and justify the conclusions.	-Comparing Fractions	- Compare Fractions Using Visual Models

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Measurement and Data			
KY.3.MD.1	Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
KY.3.MD.2	Measure and solve problems involving mass and liquid volume.		
KY.3.MD.2.a	Measure and estimate masses and liquid volumes of objects using standard units of grams (g), kilograms (kg) and liters (L).		
KY.3.MD.2.b	Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.		
KY.3.MD.3	Investigate questions involving categorical data.		
KY.3.MD.3.a	Identify a statistical question focused on categorical data and gather data.		
KY.3.MD.3.b	Create a scaled pictograph and a scaled bar graph to represent a data set.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems about Bar Graphs - Solve One and Two Step Comparative Problems about Pictographs Graphs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
KY.3.MD.3.c	Make observations from the graph about the question posed, including “how many more” and “how many less” questions.		
KY.3.MD.4	Investigate questions involving numerical data.		
KY.3.MD.4.a	Identify a statistical question focused on numerical data.		
KY.3.MD.4.b	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.		
KY.3.MD.4.c	Show the data by making a dot plot where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.		
KY.3.MD.4.d	Make observations from the graph about the question posed, including questions about the shape of the data and compare responses.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
KY.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the area of a Rectangle
KY.3.MD.7	Relate area to the operations of multiplication and addition.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
KY.3.MD.7.a	Find the area of a rectangle with whole-number side lengths by tiling it and show the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
KY.3.MD.7.b	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
KY.3.MD.7.c	Use tiling to show in a concrete case the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
KY.3.MD.7.d	Recognize area as additive. Find areas of figures that can be decomposed into non overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.		
KY.3.MD.8	Recognize area as additive. Find areas of figures that can be decomposed into non overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	-Perimeter of Polygons	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.3.MD.8.a	Find the perimeter given the side lengths of a polygon.	-Perimeter of Polygons	
KY.3.MD.8.b	Find an unknown side length, given the perimeter and some lengths.	-Perimeter of Polygons	
KY.3.MD.8.c	Draw rectangles with the same perimeter and different areas or with the same area and different perimeters	-Perimeter of Polygons	
Geometry			
KY.3.G.1	Classify polygons by attributes		
KY.3.G.1.a	Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons and hexagons).		
KY.3.G.1.b	Recognize and classify quadrilaterals (rectangles, squares, parallelograms, rhombuses, trapezoids) by side lengths and understanding shapes in different categories may share attributes and the shared attributes can define a larger category.		
KY.3.G.1.c	Identify shapes that do not belong to a given category or subcategory.		
KY.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skills - Phonics and Word Recognition			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.		
Reading Foundational Skills - Fluency			
RF.4.4	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.		
RF.4.4.a	Read grade-level text with purpose/understanding.		
RF.4.4.b	Fluently read grade-level prose and poetry orally on successive readings.		
RF.4.4.c	Use context to confirm/self-correct word recognition and understanding, rereading as necessary.		
Reading Standards for Literature - Key Ideas and Details			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences Using Evidence	- Make an Inference about a Story
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify the Theme of a Poem
RL.4.3	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	-Describing Characters	- Describe a Character, Setting, or Event
Reading Standards for Literature - Craft and Structure			
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes, and describe how words/phrases shape meaning.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	-Poems, Drama, and Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	-Compare a Story and Visuals	
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	-Compare and Contrast Themes	
Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently/proficiently.		
Reading Standards Informational Text - Key Ideas and Details			
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences about a Text
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	-Main Ideas and Details	- Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened/why, based on information over the course of a text.	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
Reading Standards Informational Text - Craft and Structure			
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text, and describe how those words shape meaning.		
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions about Cause and Effect Text Structure
RI.4.6	Compare/contrast a firsthand/secondhand account of the same event or topic.	-Compare and Contrast Two Views	
Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.4.7	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	-Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
RI.4.8	Explain how an author uses reasons/evidence to support particular claims the author makes.	-Developing Arguments	
RI.4.9	Integrate information from two or more texts on the same theme or topic.	-Be an Expert: Use multiple texts	
Reading Standards Informational Text - Range of Reading and Level of Text Complexity			
RI.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Composition - Text Types and Purposes			
C.4.1	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.		
C.4.1.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.		
C.4.1.b	Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.		
C.4.1.c	Provide reasons that are supported by facts/details.		
C.4.1.d	Use grade-appropriate transitions.		
C.4.1.e	Provide a concluding section.		
C.4.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.		
C.4.2	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.		
C.4.2.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.		
C.4.2.b	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful.		
C.4.2.c	Develop the topic with facts, definitions, concrete details, quotations or other information/examples.		
C.4.2.d	Use grade-appropriate conjunctions to develop text structure within sentences.		
C.4.2.e	Use grade-appropriate transitions to develop text structure across paragraphs.		
C.4.2.f	Use precise language and domain-specific vocabulary to inform about or explain the topic.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.4.2.g	Provide a concluding section.		
C.4.2.h	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.		
C.4.3	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.		
C.4.3.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.		
C.4.3.b	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects multiple structures.		
C.4.3.c	Use dialogue/description to develop experiences and events or show the responses of characters.		
C.4.3.d	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.		
C.4.3.e	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
C.4.3.f	Provide a conclusion that follows the narrated experiences or events.		
C.4.3.g	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.		
Composition - Production and Distribution			
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.		
Composition - Research to Build and Present Knowledge			
C.4.5	Conduct short research projects that build knowledge through investigation of different topics.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.4.6	Summarize information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.		
Composition - Range of Writing			
C.4.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		
Language - Conventions of Standard English			
L.4.1	When writing/speaking, demonstrate command of conventions of standard English grammar/usage.		
L.4.1.a	Use relative pronouns and relative adverbs.		
L.4.1.b	Use the progressive verb tenses.		
L.4.1.c	Use modal auxiliaries to convey various conditions, such as can, may and must.		
L.4.1.d	Order adjectives within sentences according to conventional patterns.		
L.4.1.e	Use prepositional phrases.		
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
L.4.1.g	Use frequently confused words, such as to, too, two; there, their, they're.		
L.4.2	When writing:		
L.4.2.a	Demonstrate appropriate use of capitalization rules.		
L.4.2.b	Use commas and quotation marks to indicate direct speech and quotations for a text.		
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
L.4.2.d	Consult reference materials as needed to check and correct spellings.		
Language - Knowledge of Language			
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.		
L.4.3.a	Choose words/phrases to convey ideas precisely.		
L.4.3.b	Choose punctuation for effect.		
L.4.3.c	Differentiate between formal and informal discourse patterns based on context.		
Language - Vocabulary Acquisition and Use			
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content.		
L.4.4.a	Use context as a clue to meaning of a word/phrase.		
L.4.4.b	Use common affixes and roots as clues to the meaning of a word.		
L.4.4.c	Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.		
L.4.4.d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.		
L.4.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.4.5.a	Explain the meaning of simple similes and metaphors in context.		
L.4.5.b	Recognize and explain the meaning of common idioms, adages and proverbs.		
L.4.5.c	Demonstrate understanding of words by relating them to their synonyms and antonyms.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
KY.4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.	-Multiplicative Comparisons	- Solve Multiplicative Comparisons - Learn about Multiplicative Comparisons
KY.4.OA.2	Multiply/divide to solve word problems involving multiplicative comparisons by using drawings/equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
KY.4.OA.3	Solve multistep problems.	-Multistep Word Problems	- Solve Multistep Word Problems
KY.4.OA.4	Find factors and multiples of numbers in the range 1-100.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1 Through 100 as Prime or Composite - Identify which Numbers Between 1 and 100 Are Prime - Recognize Factors and Multiples for the Numbers 1 Through 100 - Determine Multiples for the Numbers 1 Through 100 - Find Factor Pairs for Numbers 1 Through 100
KY.4.OA.4.a	Find all factor pairs for a given whole number.		
KY.4.OA.4.b	Recognize that a whole number is a multiple of each of its factors.		
KY.4.OA.4.c	Determine whether a given whole number is a multiple of a given one-digit number.		
KY.4.OA.4.d	Determine whether a given whole number is prime or composite.		
KY.4.OA.5	Generate a number or shape pattern that follows a given rule. Identify features of the pattern not explicit in the rule itself.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
Number and Operations in Base Ten			
KY.4.NBT.1	Recognize in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	-Place Value and Division	- Learn How Multiplying by Ten Relates to Place Value - Understand the Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.4.NBT.2	Represent/compare multi-digit numbers.	-Write and Compare Large Numbers	<ul style="list-style-type: none"> - Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
KY.4.NBT.2.a	Read/write multi-digit whole numbers using base-ten numerals, names/expanded form.		
KY.4.NBT.2.b	Compare two multi-digit numbers based on meanings of the digit in each place, using symbols to record results.		
KY.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
KY.4.NBT.4	Fluently add and subtract multi-digit whole numbers using an algorithm.	-Add and Subtract Multi-Digit Whole Numbers	<ul style="list-style-type: none"> - Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
KY.4.NBT.5	Multiply whole numbers • Up to four digit number by a one-digit number • Two-digit number by two-digit number Multiply using strategies based on place value and the properties of operations. Explain the calculation by using equations, rectangular arrays, area models.	-Multiply Multi-Digit Numbers	<ul style="list-style-type: none"> - Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
KY.4.NBT.6	Divide up to four-digit dividends by one-digit divisors. Find whole number quotients and remainders using •strategies based on place value • the properties of operations • the relationship between multiplication/ division.	-Find Whole Number Quotients	<ul style="list-style-type: none"> - Use Partial Quotients to Divide - Use Visual Models to Divide

Number and Operations – Fractions

KY.4.NF.1	Understand/generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
KY.4.NF.1.a	Use visual fraction models to recognize and generate equivalent fractions that have different numerators/denominators.		
KY.4.NF.1.b	Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{na}{nb}$.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.4.NF.2	Compare two fractions with different numerators and different denominators using the symbols $<$, $=$, or $>$. Recognize comparisons are valid only when the two fractions refer to the same whole. Justify the conclusions.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
KY.4.NF.3	Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $1 \frac{b}{b}$.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
KY.4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
KY.4.NF.3.b	Decomposing a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
KY.4.NF.3.c	Add and subtract mixed numbers with like denominators.	-Add and Subtract Mixed Numbers	- Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
KY.4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.		
KY.4.NF.4	Apply/extend understanding of multiplication to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
KY.4.NF.4.a	Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
KY.4.NF.4.b	Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ and use this understanding to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
KY.4.NF.4.c	Solve word problems involving multiplication of a fraction by a whole number.		
KY.4.NF.5	Convert/add fractions denominators 10/100.		

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KY.4.NF.5.a	Convert a fraction with denominator of 10 to an equivalent fraction with a denominator of 100.		
KY.4.NF.5.b	Add two fractions with denominators 10/100.		
KY.4.NF.6	Use decimal notation for fractions with denominators 10 or 100.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
KY.4.NF.7	Compare two decimals to hundredths.		
KY.4.NF.7.a	Compare two decimals to hundredths by reasoning about their size.		
KY.4.NF.7.b	Recognize that comparisons are valid only when the two decimals refer to same whole.		
KY.4.NF.7.c	Record the results of comparisons with the symbols $>$, $=$, or $<$ and justify the conclusions.		

Measurement and Data

KY.4.MD.1	Know relative size of measurement units within one system of units.		
KY.4.MD.1.a	Understand the relationship of measurement units within any given measurement system.	-Customary and Metric Measurement	- Convert Units of Time
KY.4.MD.1.b	Within any system, express measurements in larger unit in terms of smaller units.		
KY.4.MD.1.c	Record equivalents in a two-column table.		
KY.4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects and money.		
KY.4.MD.2.a	Solve measurement problems involving whole number, simple fractions or decimals.	-Measurement Word Problems	
KY.4.MD.2.b	Solve problems that require converting a given measurement from a larger unit to a smaller unit within a common measurement system.		
KY.4.MD.2.c	Visually display measurement quantities using representations such as number lines that feature a measurement scale.		

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KY.4.MD.3	Apply the area and perimeter formulas for rectangles in real-world/mathematical problems.	-Area and Perimeter	- Use Formulas to Find the Area/Perimeter of Rectangle
KY.4.MD.4	Use dot plots to analyze data to a statistical question.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
KY.4.MD.4.a	Identify a statistical question focused on numerical data.		
KY.4.MD.4.b	Make a dot plot to display a data set of measurements in fractions of a unit.		
KY.4.MD.4.c	Solve problems involving addition/subtraction of fractions by using information presented in plots.		
KY.4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. Understand angle measurements.	-Measuring Angles	
KY.4.MD.6	Measure angles in whole degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
KY.4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition/subtraction problems to find angles on a diagram in real-world/mathematical problems.	-Additive Angles	
Geometry			
KY.4.G.1	Draw points, lines, line segments, rays, angles and perpendicular and parallel lines. Identify these in two dimensional figures.		
KY.4.G.2	Classify two-dimensional figures based on the presence/absence of parallel or perpendicular lines, or the presence of absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.		
KY.4.G.3	Identify lines of symmetry.		
KY.4.G.3.a	Recognize a line of symmetry for a 2d figure.		
KY.4.G.3.b	Identify line-symmetric figures and draw lines of symmetry.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skills - Phonics and Word Recognition			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.		
Reading Foundational Skills - Fluency			
RF.5.4	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.		
RF.5.4.a	Read grade-level text with purpose and understanding.		
RF.5.4.b	Fluently read grade-level prose and poetry orally on successive readings.		
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Reading Standards for Literature - Key Ideas and Details			
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
RL.5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem - Identify the Theme of a Story
RL.5.3	Compare/contrast characters, settings/events in a story/drama, using specific details to analyze interaction over the course of text.	-Comparing Story Elements	- Compare and Contrast Elements in a Story

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Standards for Literature - Craft and Structure			
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
RL.5.6	Describe how a narrator's or speaker's perspective influences events are described.	-Narrator's Point of View	- Identify the Point of View of a Story
Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	
RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes/topics.	-Comparing Similar Texts	
Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		
Reading Standards Informational Text - Key Ideas and Details			
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences about a Text

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
Reading Standards Informational Text - Craft and Structure			
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.		
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts/information in two or more texts.	-Comparing Text Structure	- Identify the Structure of a Text
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.		
Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	-Using Text Features	- Use Text Features to Answer Questions about a Text
RI.5.8	Explain how an author uses reasons and evidence to support particular claims, identifying which reasons/evidence support which claim(s).		
RI.5.9	Integrate information from several texts on the same theme or topic.	-Integrate Information	
Reading Standards Informational Text - Range of Reading and Level of Text Complexity			
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, using prior knowledge, determining importance) to read, comprehend and analyze complex informational texts independently and proficiently.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Composition - Text Types and Purposes			
C.5.1	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.		
C.5.1.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.		
C.5.1.b	Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support purpose.		
C.5.1.c	Provide logically ordered reasons that are supported by facts and details.		
C.5.1.d	Use grade-appropriate transitions.		
C.5.1.e	Provide a concluding section.		
C.5.1.f	With guidance and support from peers/adults, develop/strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		
C.5.2	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.		
C.5.2.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.		
C.5.2.b	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.		
C.5.2.c	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.		
C.5.2.d	Use grade-appropriate conjunctions to develop text structure within sentences.		
C.5.2.e	Use grade-appropriate transitions to develop text structure across paragraphs.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.5.2.f	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
C.5.2.g	Provide a concluding section.		
C.5.2.h	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		
C.5.3	Compose narratives, using writing/digital resources, to develop real/imagined experiences or multiple events or ideas, using effective technique, descriptive details/clear sequences.		
C.5.3.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.		
C.5.3.b	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.		
C.5.3.c	Use narrative techniques, such as dialogue, description/pacing, to develop experiences/events or show the responses of characters to situations.		
C.5.3.d	Use a variety of conjunctions/transitional words, phrases/clauses to manage sequence of events.		
C.5.3.e	Use concrete words and phrases and sensory details to convey experiences/events precisely.		
C.5.3.f	Provide a conclusion that follows the narrated experiences or events.		
C.5.3.g	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		
Composition - Production and Distribution			
C.5.4	With limited guidance and support from adults, use digital resources to create/publish products as well as to interact and collaborate with others.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Composition - Research to Build and Present Knowledge			
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
C.5.6	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.		
Composition - Range of Writing			
C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		
Language - Conventions of Standard English			
L.5.1	When writing/speaking, demonstrate command of conventions of standard English grammar.		
L.5.1.a	Explain the function of conjunctions, prepositions and interjections in a grade-level text.		
L.5.1.b	Use the perfect verb tenses.		
L.5.1.c	Use verb tense to convey various times, sequences, states and conditions.		
L.5.1.d	Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.		
L.5.1.e	Use correlative conjunctions.		
L.5.2	When writing:		
L.5.2.a	Use punctuation to separate items in a series.		
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.		
L.5.2.c	Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
L.5.2.d	Use underlining, quotation marks or italics to indicate titles of works.		
L.5.2.e	Use strategies and resources (print and electronic) to identify and correct spelling errors.		
Language - Knowledge of Language			
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.		
L.5.3.a	Expand, combine and reduce sentences for meaning, reader/listener interest and style.		
L.5.3.b	Compare and contrast the varieties of English used in stories, dramas or poems.		
Language - Vocabulary Acquisition and Use			
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.		
L.5.4.a	Use context as a clue to the meaning of a word.		
L.5.4.b	Use affixes/roots as clues to the meaning of a word.		
L.5.4.c	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.5.4.d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.		
L.5.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.		
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.		
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.5.5.c	Demonstrate understanding of words by relating them to their synonyms and antonyms.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
KY.5.OA.1	Use parentheses, brackets or braces in numerical expressions and evaluate expressions that include symbols.	-Order of Operations	- Solve Problems Using Order of Operations
KY.5.OA.2	Write simple expressions with numbers and interpret numerical expressions without evaluating them.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
KY.5.OA.3	Generate numerical patterns for situations.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
Number and Operations in Base Ten			
KY.5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
KY.5.NBT.2	Multiply and divide by powers of 10. • Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. • Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. • Use whole-number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
KY.5.NBT.3	Read, write and compare decimals to thousandths.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read and Write Decimals - Compare Two Decimals

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KY.5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names and expanded form.	-Read/Write Decimals: Thousandths	<ul style="list-style-type: none"> - Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read and Write Decimals
KY.5.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	-Compare Decimals to Thousandths	<ul style="list-style-type: none"> - Compare Two Decimals
KY.5.NBT.4	Use place value understanding to round decimals to any place.	-Round Decimals to Any Place	<ul style="list-style-type: none"> - Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
KY.5.NBT.5	Fluently multiply multi-digit whole numbers (not to exceed four-digit by two-digit multiplication) using an algorithm.	-Multiply Multi-Digit Numbers	<ul style="list-style-type: none"> - Multiply Large Numbers Using an Area Model and Standard Algorithm
KY.5.NBT.6	Divide up to four-digit dividends by two-digit divisors.	-Find Whole-Number Quotients	<ul style="list-style-type: none"> - Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model
KY.5.NBT.6.a	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using • strategies based on place value • the properties of operations • the relationship between multiplication and division.		
KY.5.NBT.6.b	Explain the calculation by using equations, rectangular arrays and/or area models.		
KY.5.NBT.7	Operations with decimals to hundredths.	-Solving Decimal Equations	<ul style="list-style-type: none"> - Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
KY.5.NBT.7.a	Add, subtract, multiply and divide decimals to hundredths using... • concrete models or drawings • strategies based on place value • properties of operations • the relationship between addition and subtraction.		
KY.5.NBT.7.b	Relate the strategy to a written method and explain the reasoning used.		

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Number and Operations – Fractions			
KY.5.NF.1	Efficiently add and subtract fractions with unlike denominators (including mixed numbers) by... <ul style="list-style-type: none"> • using reasoning strategies, such as counting up on a number line or creating visual fraction models • finding common denominators. 	-Add and Subtract Fractions	<ul style="list-style-type: none"> - Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
KY.5.NF.2	Solve word problems involving addition and subtraction of fractions.		
KY.5.NF.2.a	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
KY.5.NF.2.b	Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.		
KY.5.NF.3	Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem.	-Word Problems: Divide Fractions	<ul style="list-style-type: none"> - Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
KY.5.NF.4	Apply and extend previous understanding of multiplication to multiply a fraction or whole number by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
KY.5.NF.4.a	Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
KY.5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with 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.		

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KY.5.NF.5	Interpret multiplication as scaling (resizing).		
KY.5.NF.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing multiplication.		
KY.5.NF.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{na}{nb}$ to the effect of multiplying $\frac{a}{b}$ by 1.		
KY.5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
KY.5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
KY.5.NF.7.a	Interpret division of a unit fraction by a non-zero whole number and compute such quotients.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
KY.5.NF.7.b	Interpret division of a whole number by a unit fraction and compute such quotients.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
KY.5.NF.7.c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.		
Measurement and Data			
KY.5.MD.1	Convert among different size measurement units (mass, weight, liquid volume, length, time) within one system of units (metric system, U.S. standard system and time).	-Converting Measurements	- Convert Units of Metric Length
KY.5.MD.2	Identify and gather data for statistical questions focused on both categorical and numerical data. Select an appropriate data display (bar graph, pictograph, dot plot). Make observations from the graph about the questions posed.		

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KY.5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
KY.5.MD.3.a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume and used to measure volume.	-Concepts of Volume	- Use Formulas/Strategies to Find the Volume of a Rectangular Prism
KY.5.MD.3.b	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
KY.5.MD.4	Measure volumes by counting unit cubic cm, cubic in, cubic ft. and improvised units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
KY.5.MD.5	Relate volume to the operations of multiplication/addition and solve real-world/ mathematical problems involving volume.	-Volume of Rectangular Prisms	
Geometry			
KY.5.G.1	Use a pair perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis and the second number indicates how far to travel in the direction of the second.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
KY.5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
KY.5.G.3	Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category.	-Classifying Quadrilaterals	
KY.5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	-Classifying Quadrilaterals	

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Reading Standards for Literature - Key Ideas and Details			
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	-Introduction to Theme	- Use Key Details From the Text to Determine the Theme or Main Idea of the Story
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
Reading Standards for Literature - Craft and Structure			
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
RL.6.5	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
RL.6.6	Explain how an author develops the perspective of the narrator or speaker in a text.	-Point of View	- Analyze the Point of View of a Poem
Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.6.7	Compare/contrast reading a print text and viewing its visual/oral presentation.	-Compare a Text with a Performance	
RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	-Compare and Contrast Genres	

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Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.		
Reading Standards Informational Text - Key Ideas and Details			
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence	- Find Text Evidence - Use Evidence to Make Conclusions about Informational Texts
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	-Development of an Idea or Event	
Reading Standards Informational Text - Craft and Structure			
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
RI.6.5	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	-Text Structure	
RI.6.6	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	-Author's Argument	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.6.7	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	-Author's Argument	
RI.6.9	Compare/contrast how two or more authors present similar events.	-Compare and Contrast	
Reading Standards Informational Text - Range of Reading and Level of Text Complexity			
RI.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze complex informational texts independently/proficiently.		
Composition - Text Types and Purposes			
C.6.1	Compose arguments to support claims with clear reasons and relevant evidence.		
C.6.1.a	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		
C.6.1.b	Introduce claim(s) and organize the reasons and evidence clearly.		
C.6.1.c	Support claim(s) with clear reasons/relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic.		
C.6.1.d	Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.		

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C.6.1.e	Establish and maintain a formal style.		
C.6.1.f	Provide a concluding statement or section that follows from the argument presented.		
C.6.1.g	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		
C.6.2	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.		
C.6.2.a	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.		
C.6.2.b	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful.		
C.6.2.c	Develop the topic with relevant facts, definitions, concrete details, quotations or other information.		
C.6.2.d	Use appropriate transitions to clarify the relationships among ideas and concepts.		
C.6.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
C.6.2.f	Establish and maintain a formal style.		
C.6.2.g	Provide a concluding statement or section that follows from the information/explanation presented.		
C.6.2.h	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose/audience have been addressed.		
C.6.3	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and event sequences.		

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C.6.3.a	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		
C.6.3.b	Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
C.6.3.c	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.		
C.6.3.d	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.		
C.6.3.e	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.		
C.6.3.f	Provide a conclusion that follows from the narrated experiences or events.		
C.6.3.g	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		
Composition - Production and Distribution			
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA/APA format.		
Composition - Research to Build and Present Knowledge			
C.6.5	Conduct short research projects to answer a question, drawing on several sources.		
C.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.		

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Composition - Range of Writing			
C.6.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		
Language - Conventions of Standard English			
L.6.1	In both written and oral expression:		
L.6.1.a	Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.		
L.6.1.b	Recognize and correct inappropriate shifts in pronoun number and person.		
L.6.1.c	Recognize variations from standard English and implement strategies to improve expression in conventional language.		
L.6.2	When writing:		
L.6.2.a	Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.		
L.6.2.b	Demonstrate appropriate use of strategies to identify and correct spelling errors.		
Language - Knowledge of Language			
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.		
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest and style.		
L.6.3.b	Maintain consistency in style and tone.		

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Language - Vocabulary Acquisition and Use			
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.		
L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
L.6.4.b	Use Greek and Latin affixes and roots as clues to the meaning of a word.		
L.6.4.c	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.6.4.d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
L.6.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.		
L.6.5.a	Interpret figurative language, including but not limited to personification, in context.		
L.6.5.b	Use the relationship between particular words to better understand each of the words.		
L.6.5.c	Distinguish among the connotations of words with similar denotations.		

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Ratios and Proportional Relationships			
KY.6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	-Introduction to Ratios	- Complete a Ratio Table
KY.6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $B \neq 0$ and use rate language in the context of a ratio relationship.	-Introduction to Unit Rates	
KY.6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems.	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
The Number System			
KY.6.NS.1	Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions.	-Dividing Fractions	
KY.6.NS.2	Fluently divide multi-digit numbers using an algorithm.	-Divide Multi-Digit Numbers	
KY.6.NS.2.a	Convert a rational number to a decimal using long division.		
KY.6.NS.2.b	Know that the decimal form of a rational number terminates in 0s or eventually repeats.		
KY.6.NS.3	Fluently add, subtract, multiply and divide multi-digit decimals using an algorithm for each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
KY.6.NS.4	Use the distributive property to express a sum of two whole numbers 1 – 100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	-Common Multiples & Factors	- Find the Greatest Common Factor

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KY.6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0.		
KY.6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes, using appropriate range/intervals, to represent points on the line and in the plane, that include negative numbers/coordinates.		
KY.6.NS.7	Understand ordering and absolute value of rational numbers.	-Graphing in the Coordinate Plane	
KY.6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
Expression and Equations			
KY.6.EE.1	Write and evaluate numerical expressions involving whole number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
KY.6.EE.2	Write, read and evaluate expressions in which letters stand for numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
KY.6.EE.3	Apply the properties of operations to generate equivalent expressions.	-Equivalent Expressions	
KY.6.EE.4	Identify when two expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.	-Equivalent Expressions	

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KY.6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation true.		
KY.6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or depending on the purpose at hand, any number in a specified set.	-Writing Expressions	- Construct Expressions to Represent Word Problems
KY.6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	-Solve One Variable Equations	
KY.6.EE.8	Write an inequality of the form $xx > cc$, $xx < cc$, $xx \geq cc$, or $xx \leq cc$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of these forms have infinitely many solutions; represent solutions of such inequalities on vertical and horizontal number lines.		
KY.6.EE.9	Use variables to represent two quantities in a real-world problem that changes in relationship to one another.		
KY.6.EE.9.a	Appropriately recognize one quantity as the dependent variable and the other as the independent variable.		
KY.6.EE.9.b	Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.		
KY.6.EE.9.c	Analyze the relationship between dependent and independent variables using graphs and tables and relate these to the question.		

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Geometry			
KY.6.G.1	Find the area of right triangles, other triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and quadrilaterals; apply these techniques in the context of solving real-world and mathematical problems.		
KY.6.G.2	Find the volume of a right rectangular prism with rational number edge lengths. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with rational number edge lengths in the context of solving real-world and mathematical problems.		
KY.6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply techniques in the context of solving real-world and mathematical problems.		
KY.6.G.4	Classify three-dimensional figures including cubes, prisms, pyramids, cones and spheres.		
Statistics and Probability			
KY.6.SP.0	Apply the four-step investigative process for statistical reasoning.		
KY.6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	-Introduction to Statistics	
KY.6.SP.2	Understand that a set of numerical 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	

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KY.6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number to describe a typical value, while a measure of variation describes how the values in the distribution vary.	-Measures of Center and Variation	
KY.6.SP.4	Display the distribution of numerical data in plots on a number line, including dot plots, histograms and box plots.	-Displaying Data	
KY.6.SP.5	Summarize numerical data sets in relation to their context.	-Summarizing Data Sets	
KY.6.SP.5.a	Reporting the number of observations.	-Summarizing Data Sets	
KY.6.SP.5.b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	-Summarizing Data Sets	
KY.6.SP.5.c	Determining quantitative measures of center (median and/or mean) to describe distribution of numerical data.	-Summarizing Data Sets	
KY.6.SP.5.d	Describing distributions of numerical data qualitatively relating to shape (using terms such as cluster, mode(s), gap, symmetric, uniform, skewed-left, skewed-right and the presence of outliers) and quantitatively relating to spread/variability (using terms such as range and interquartile range).		
KY.6.SP.5.e	Relating the choice of measures of center and variability to the shape of the data distribution.	-Summarizing Data Sets	

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Reading Standards for Literature - Key Ideas and Details			
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Cite Textual Evidence	
RL.7.2	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	-Thematic Development	
RL.7.3	Analyze how particular elements of a story or drama influence one another.	-Elements of a Short Story	
Reading Standards for Literature - Craft and Structure			
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	-Figurative Language	
RL.7.5	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	-Text Structure	
RL.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	-Contrasting Point of View	
Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.7.7	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	-Compare Text and Multimedia	
RL.7.9	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	-Historical Fiction	

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Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		
Reading Standards Informational Text - Key Ideas and Details			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inference	
RI.7.2	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	-Central Ideas in a Text	
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.	-How Ideas Are Related	
Reading Standards Informational Text - Craft and Structure			
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone.		
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	-Text Structure	
RI.7.6	Determine an author's perspective/purpose in a text, and analyze how the author distinguishes his/her position from others.	-Author's Point of View and Goal	

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Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.7.7	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.	-Print vs. Multimedia Text	
RI.7.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	-Compare Texts, Analyze Arguments	
RI.7.9	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	-Compare Texts, Analyze Arguments	
Reading Standards Informational Text - Range of Reading and Level of Text Complexity			
RI.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		
Composition - Text Types and Purposes			
C.7.1	Compose arguments to support claims with clear reasons and relevant evidence.		
C.7.1.a	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		
C.7.1.b	Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.		
C.7.1.c	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		

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C.7.1.d	Use transitions to create cohesion and clarify the relationships among claims.		
C.7.1.e	Establish/maintain a task appropriate writing style.		
C.7.1.f	Provide a concluding statement or section that supports the argument presented.		
C.7.1.g	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.		
C.7.2	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.		
C.7.2.a	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		
C.7.2.b	Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.		
C.7.2.c	Develop the topic with relevant facts, definitions, concrete details, quotations or other information.		
C.7.2.d	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
C.7.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
C.7.2.f	Establish and maintain a formal style.		
C.7.2.g	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
C.7.2.h	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.		

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C.7.3	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.		
C.7.3.a	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		
C.7.3.b	Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
C.7.3.c	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.		
C.7.3.d	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.		
C.7.3.e	Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
C.7.3.f	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
C.7.3.g	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		
Composition - Production and Distribution			
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA/APA format.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Composition - Research to Build and Present Knowledge			
C.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
C.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.		
Composition - Range of Writing			
C.7.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		
Language - Conventions of Standard English			
L.7.1	In both written and oral expression:		
L.7.1.a	Create sentences using correctly placed clauses and phrases.		
L.7.1.b	Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.		
L.7.2	When writing:		
L.7.2.a	Demonstrate appropriate use of a comma to separate coordinate adjectives.		
L.7.2.b	Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Language - Knowledge of Language			
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.		
L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
Language - Vocabulary Acquisition and Use			
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.		
L.7.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
L.7.4.b	Use Greek and Latin affixes and roots as clues to the meaning of a word.		
L.7.4.c	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.7.4.d	Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.7.5.a	Interpret figurative language, including but not limited to allusions, in context.		
L.7.5.b	Use the relationship between particular words to improve understanding.		
L.7.5.c	Distinguish among the connotations of words with similar denotations.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Ratios and Proportional Relationships			
KY.7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and quantities measured in different units.	-Compute Unit Rates	
KY.7.RP.2	Recognize and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
KY.7.RP.3	Use percents to solve mathematical and real-world problems.	-Ratio, Proportion Word Problems	
The Number System			
KY.7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	
KY.7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	
KY.7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	-Four Operations with Numbers	
Expression and Equations			
KY.7.EE.1	Apply properties of operations as strategies to add, subtract, factor and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	
KY.7.EE.2	Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related.	-Generate Equivalent Expressions	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.7.EE.3	Solve real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	-Multi-Step, Real-World Problems	
KY.7.EE.4	Use variables to represent quantities in a real-world or mathematical problem and construct equations and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	
KY.7.EE.4.a	Solve word problems leading to equations of the form $pppp + qq = rr$ and $pp(xx + qq) = rr$, where p, q and r are specific rational numbers. Solve equations of these forms. Graph the solution set of the equality and interpret it in context of the problem.	-Solving Equations	
KY.7.EE.4.b	Solve word problems leading to inequalities of the form $pppp + qq > rr$, $pppp + qq < rr$, $pppp + qq \geq rr$, $pppp + qq \leq rr$; where p, q and r are specific rational numbers. Graph the solution set of the inequality and interpret it in context of the problem.	-Solving Inequalities	
Geometry			
KY.7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.		
KY.7.G.2	Draw (freehand, with ruler and protractor and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		

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KY.7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		
KY.7.G.4	Use formulas for area and circumference of circles and their relationships.		
KY.7.G.4.a	Apply the formulas for the area and circumference of a circle to solve real-world and mathematical problems.		
KY.7.G.4.b	Explore and understand the relationship between the radius, diameter, circumference and area of a circle.		
KY.7.G.5	Apply properties of supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
KY.7.G.6	Solve problems involving area of two-dimensional objects and surface area and volume of three-dimensional objects.		
Statistics and Probability			
KY.7.SP.0	Create displays, including circle graphs, scaled pictographs and bar graphs, to compare and analyze distributions of categorical data from both matching and different-sized samples.		
KY.7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.	-Inferential Statistics	
KY.7.SP.3	Describe the degree of visual overlap (and separation) from the graphical representations of two numerical data distributions (box plots, dot plots) with similar variabilities with similar contexts (same variable), measuring the difference between the centers (medians or means) by expressing this difference as a multiple of a measure of variability.		
KY.7.SP.4	Calculate and use measures of center (mean and median) and measures of variability (interquartile range when comparing medians and mean absolute deviation when comparing means) for numerical data from random samples to draw informal comparative inferences about two populations.	-Measures of Central Tendency	
KY.7.SP.5	Describe the probability of a chance event is a number between 0 and 1, which tells how likely the event is, from impossible (0) to certain (1). A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely and a probability near 1 indicates a likely event.	-Probability of a Chance Event	
KY.7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency and predict the approximate relative frequency given the probability.	-Predict and Compare Probability	
KY.7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	-Predict and Compare Probability	
KY.7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams and simulation.	-Probabilities of Compound Events	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Standards for Literature - Key Ideas and Details			
RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Evidence and Inferences	
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	-Theme	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.	-Analyze Incidents in a Story	
Reading Standards for Literature - Craft and Structure			
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.		
RL.8.5	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	-Comparing Text Structure	
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including suspense, humor and empathy.	-Point of View	
Reading Standards for Literature - Integration of Knowledge and Ideas			
RL.8.7	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.	-Comparing Film and Literature	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	-Fiction: Themes and Patterns	

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Reading Standards for Literature - Range of Reading and Level of Text Complexity			
RL.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		
Reading Standards Informational Text - Key Ideas and Details			
RI.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferencing	
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	-Central Idea	
RI.8.3	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	-Text Development	
Reading Standards Informational Text - Craft and Structure			
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	-Word Choice and Meaning	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	-Text Structure	
RI.8.6	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Reading Standards Informational Text - Integration of Knowledge and Ideas			
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	-Multi-Media and Expository Text	
RI.8.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	-Understand Conflicting Texts	
RI.8.9	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	-Understand Conflicting Texts	
Reading Standards Informational Text - Range of Reading and Level of Text Complexity			
RI.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.		
Composition - Text Types and Purposes			
C.8.1	Compose arguments to support claims with clear reasons and relevant evidence.		
C.8.1.a	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		
C.8.1.b	Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.		
C.8.1.c	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.8.1.d	Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.		
C.8.1.e	Establish/maintain a task appropriate writing style.		
C.8.1.f	Provide a concluding statement or section that supports the argument presented.		
C.8.1.g	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how purpose/audience have been addressed.		
C.8.2	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.		
C.8.2.a	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		
C.8.2.b	Introduce a topic clearly; organize ideas, concepts/information into broader categories; include formatting, graphics and multimedia.		
C.8.2.c	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.		
C.8.2.d	Use varied transitions to create cohesion and clarify the relationships among ideas/concepts.		
C.8.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
C.8.2.f	Establish and maintain a formal style.		
C.8.2.g	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
C.8.2.h	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how purpose/audience have been addressed.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.8.3	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences.		
C.8.3.a	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		
C.8.3.b	Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.		
C.8.3.c	Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.		
C.8.3.d	Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.		
C.8.3.e	Use precise words and phrases, relevant descriptive details and sensory language to capture the action/convey experiences/events.		
C.8.3.f	Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.		
C.8.3.g	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		
Composition - Production and Distribution			
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA/APA format.		
Composition - Research to Build and Present Knowledge			
C.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
C.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.		
Composition - Range of Writing			
C.8.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		
Language - Conventions of Standard English			
L.8.1	In both written and oral expression:		
L.8.1.a	Identify verbals correctly based on their intended function.		
L.8.1.b	Demonstrate appropriate use of verbs in the active and passive voice.		
L.8.1.c	Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.		
L.8.1.d	Demonstrate appropriate use of verbs in the active and passive voice.		
L.8.2	When writing:		
L.8.2.a	Demonstrate appropriate use of punctuation to indicate a pause or break.		
L.8.2.b	Demonstrate appropriate use of an ellipsis to indicate an omission.		
L.8.2.c	Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Language - Knowledge of Language			
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.		
L.8.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.		
Language - Vocabulary Acquisition and Use			
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.		
L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
L.8.4.b	Use Greek and Latin affixes and roots as clues to the meaning of a word.		
L.8.4.c	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.8.4.d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
L.8.5	Demonstrate understanding of figurative language, word relationships and nuances.		
L.8.5.a	Interpret figurative language, including but not limited to irony, in context.		
L.8.5.b	Use the relationship between particular words to better understand each of the words.		
L.8.5.c	Distinguish among the connotations of words with similar denotations.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
The Number System			
KY.8.NS.1	Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.	-Convert to Rational Numbers	
KY.8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram and estimate the value of expressions.	-Estimate Irrational Numbers	
Expression and Equations			
KY.8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	-Integer Exponents	
KY.8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that perfect squares and perfect cubes are rational.	-Square and Cube Roots	
KY.8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 (Scientific Notation) to estimate very large or very small quantities and express how many times larger or smaller one is than the other.	-Scientific Notation	
KY.8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.	-Scientific Notation: Operations	
KY.8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	-Relationships and Slope	

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KY.8.EE.6	Use similar triangles to explain why the slope, m , is the same between any two distinct points on a non-vertical line in the coordinate plane; know the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	-Slope Intercept Form, Triangles	
KY.8.EE.7	Solve linear equations in one variable.	-Solutions to Linear Equations	
KY.8.EE.8	Analyze and solve a system of two linear equations.	-Solutions to Linear Equations	
Functions			
KY.8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.		
KY.8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).		
KY.8.F.3	Understand properties of linear functions.		
KY.8.F.3.a	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line.		
KY.8.F.3.b	Identify and give examples of functions that are not linear.		
KY.8.F.4	Construct a function to model a linear relationship between two quantities.		
KY.8.F.5	Use graphs to represent functions. a. Describe qualitatively the functional relationship between two quantities by analyzing a graph. b. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
Geometry			
KY.8.G.1	Verify experimentally the properties of rotations, reflections and translations: <ul style="list-style-type: none"> • Lines are congruent to lines. • Line segments are congruent to line segments of the same length. • Angles are congruent to angles of the same measure. • Parallel lines are congruent to parallel lines. 		
KY.8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections and translations. Given two congruent figures, describe a sequence that exhibits the congruence between them.		
KY.8.G.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates		
KY.8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations and dilations. Given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.		
KY.8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal and the angle-angle criterion for similarity of triangles.		
KY.8.G.6	Explain a proof of the Pythagorean Theorem and its converse.		
KY.8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.		

KAS Code	Kentucky Standard	Quest Title	Small Group Skill Lessons
KY.8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
KY.8.G.9	Apply the formulas for the volumes and surface areas of cones, cylinders and spheres and use them to solve real-world and mathematical problems.		
Statistics and Probability			
KY.8.SP.1	Construct and interpret scatter plots for bivariate numerical data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association and nonlinear association.	-Construct, Explain Scatter Plots	
KY.8.SP.2	Know that lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a line and informally assess the model fit by judging the closeness of the data points to the line.	-Line of Best Fit	
KY.8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate numerical data, interpreting the slope and intercept.		