



## eSpark Learning Alignment with the Minnesota Academic Standards (2022)

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

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| MN Code   | Minnesota Standard  | Quest Title  | Small Group Skill Lessons  |
|---|---|--|--|
| <b>Reading - R1: Foundations of Reading; Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b> |   |  |  |
| 0.1.1.1   | Demonstrate understanding of the basic features of print:   | -Read Stories<br>-Upper and Lowercase Letters  | <ul style="list-style-type: none"> <li>- Follow Text from Left to Right and Top to Bottom</li> <li>- Identify Where Spaces Should Be Between Words</li> <li>- Identify Letters</li> <li>- Recognize Uppercase and Lowercase Letters</li> </ul>   |
| 0.1.1.1.a   | Follow words from left to right, top to bottom and page by page   | -Read Stories  | <ul style="list-style-type: none"> <li>- Follow Text from Left to Right and Top to Bottom</li> </ul>   |
| 0.1.1.1.b   | Recognize and name all upper and lowercase letters of the alphabet.   | -Upper and Lowercase Letters   | <ul style="list-style-type: none"> <li>- Identify Letters</li> <li>- Recognize Uppercase and Lowercase Letters</li> </ul>  |
| 0.1.1.1.c   | Understand that words are separated by spaces in print.   | -Read Stories  | <ul style="list-style-type: none"> <li>- Identify Where Spaces Should Be Between Words in a Sentence</li> </ul>  |
| 0.1.1.2   | Demonstrate understanding of spoken words, syllables and sounds (phonemes):   | -Upper and Lowercase Letters   | <ul style="list-style-type: none"> <li>- Identify Letters</li> <li>- Recognize Uppercase and Lowercase Letters</li> </ul>  |
| 0.1.1.2.a   | Identify and orally produce rhyming words, onset-rime and alliteration.   | <ul style="list-style-type: none"> <li>-Words That Rhyme</li> <li>-Count Syllables</li> <li>-Letters Make Words</li> <li>-Word Families</li> </ul> | <ul style="list-style-type: none"> <li>- Find Words that Rhyme</li> <li>- Count Syllables in a Word</li> <li>- Blend Three Sounds to Make a Word</li> <li>- Segment Initial, Middle, and Final Sound in a Word</li> <li>- Make CVC Words</li> <li>- Change the First Letter to Make New Words</li> <li>- Make New Words Based on Word Families</li> <li>- Identify Missing Sounds</li> </ul> |
| 0.1.1.2.b   | Identify, count, pronounce, blend, segment and manipulate (add, delete, or substitute) compound words and syllables in multisyllabic words. | -Count Syllables   | <ul style="list-style-type: none"> <li>- Count Syllables in a Word</li> </ul>  |

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|---|--|--|--|
| 0.1.1.2.c   | Isolate, pronounce, and manipulate sounds in 3-phoneme cvc words.  | -Letters Make Words<br>-Word Families            | - Blend Three Sounds to Make a Word<br>- Segment Initial, Middle, Final Sound in a Word<br>- Make CVC Words<br>- Change the First Letter to Make New Words<br>- Make New Words Based on Word Families<br>- Identify Missing Sounds |
| 0.1.1.3   | Know and apply grade-level phonics and word analysis skills in decoding words:   | -Letter Sounds<br>-Sight Words<br>-Word Families | - Make all Letter Sounds<br>- Recognize Sight Words<br>- Change the First Letter to Make New Words<br>- Identify the Missing Sounds in Words<br>- Make New Words Based On Word Families  |
| 0.1.1.3.a   | Decode words using one-to-one letter sound correspondences in 3-phoneme cvc words and knowledge of word families, demonstrating both accuracy and automaticity.  | -Letter Sounds                                   | - Make all the Letter Sounds   |
| 0.1.1.3.b   | Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.  | -Sight Words                                     | - Recognize Sight Words  |
| 0.1.1.4   | Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lesson.)   |  |  |
| <b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b> |  |  |  |
| 0.1.2.1   | With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections. |  |  |
| 0.1.2.2   | Choose and read texts that explore personal identity and interests, with prompting and support.  |  |  |

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| <b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b> |  |  |  |
| 0.1.3.1  | Choose and read texts that represent perspectives and identities of historical and contemporary Dakota and Anishinaabe people, with prompting and support. |  |  |
| <b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b>   |  |  |  |
| 0.1.4.1  | Ask and answer questions about key details in a text, with prompting and support.  | -Ask and Answer Questions<br>-Ask and Answer Questions | - Answer Questions About a Story<br>- Ask and Answer Questions About Informational Texts   |
| 0.1.4.2  | Identify the topic of a text, with prompting and support.  | -Retell Stories<br>-Find the Main Idea                 | - Retell Parts of a Story<br>- Retell a Story<br>- Identify the Main Topic of an Informational Text<br>- Retell the Main Idea and Key Details of an Informational Text |
| 0.1.4.3  | Identify characters and setting, in a literary text, with prompting and support.   | -Tell What Happened                                    | - Identify Major Events in a Story<br>- Identify the Characters in a Story   |
| 0.1.4.4  | Describe the connection between two pieces of information, events, people, or ideas, in informational text, with prompting and support.                    | -Make Connections                                      | - Make Connections Between Events, Individuals, or Ideas in an Informational Text  |
| <b>Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>  |  |  |  |
| 0.1.5.1  | Recognize orientation (front cover, back cover, title) of print text and navigation of digital text.   | -Name the Parts of a Book                              | - Name the Front Cover, Title Page, and Back Cover of a Book<br>- Identify the Front and Back Cover of a Book  |

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| 0.1.5.2   | Recognize the difference between literary and informational text, through listening or reading.   | -Identify Stories and Poems   | - Identify Poems, Fictional, and Informational Texts  |
| 0.1.5.3   | Recognize the connection between illustrations and text.  | -Pictures Help You Read<br>-Use Pictures in Stories   |   |
| <b>Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b> |   |   |   |
| 0.1.6.1   | Define the role of an author and illustrator in telling the story.  | -Name Authors and Illustrators  | - Identify Authors and Illustrators   |
| 0.1.6.3   | Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading.  | -Identify Stories and Poems   | - Identify Poems, Fictional, and Informational Texts  |
| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>  |   |   |   |
| 0.1.8.1   | Recognize rhythm, alliteration and repeated lines in a story, poem, or a song read aloud.   | -Words That Rhyme   | - Find Words that Rhyme   |
| 0.1.8.2   | Ask and answer questions about unfamiliar vocabulary in informational text read aloud.  | -Let's Make Categories!<br>-Opposites!<br>-How to Use Words<br>-Similar Action Words<br>-Learn New Words<br>-Adding Word Parts<br>-Identify Unknown Words | - Use Clues to Understand Unknown Words<br>- Use Context Clues to Figure Out the Meaning of Unknown Words |
| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>  |   |   |   |
| 0.2.1.1   | Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence. | -Read Stories   | - Follow Text from Left to Right and Top to Bottom  |
| 0.2.1.2   | Print many upper and lower case letters.  |   |   |
| 0.2.1.3   | Demonstrate one-to-one letter-sound correspondence.   | -Letter Sounds  | - Make All Letter Sounds  |

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| <b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>   |   |             |                           |
| 0.2.2.1  | Write routinely (may include a combination of drawing, dictating, and writing), with support and guidance.                                      |             |                           |
| 0.2.2.2  | Share personal perspective, identity and voice, verbally or visually.   |             |                           |
| <b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>  |   |             |                           |
| 0.2.3.1  | Plan and draft writing (combination of drawing, dictating, writing), revise to strengthen writing in a shared setting.                          |             |                           |
| <b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>                                     |   |             |                           |
| 0.2.4.1  | Make a statement about a topic and offer one or two details about the topic, verbally, visually, or in written form, with support and guidance. |             |                           |
| <b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b> |   |             |                           |
| 0.2.5.1  | Make a statement about a topic and offer one or two details about the topic, verbally, visually, or in written form, with support and guidance. |             |                           |
| 0.2.5.2  | Verbally or visually respond to a story, with support/guidance.   |             |                           |
| <b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b>   |   |             |                           |
| 0.2.6.1  | Tell a story about a personal experience or that of a character, verbally, visually, or in written form.  |             |                           |
| 0.2.6.2  | Correctly order beginning, middle, and end of a story, with support and guidance.   |             |                           |
| <b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>  |   |             |                           |
| 0.2.7.1  | Ask questions to participate in shared research and writing projects.   |             |                           |

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| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b></p> |   |             |                           |
| 0.3.1.1   | Exchange ideas in storytelling, discussion, and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives.  |             |                           |
| 0.3.1.1.a   | Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges.   |             |                           |
| 0.3.1.1.b   | Follow sequence of a story/discussion, or steps in a process.   |             |                           |
| 0.3.1.2   | Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture.   |             |                           |
| 0.3.1.3   | Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.   |             |                           |
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.</b></p>  |   |             |                           |
| 0.3.2.1   | Speak audibly, express thoughts, feelings, and ideas clearly.   |             |                           |
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.</b></p>  |   |             |                           |
| 0.3.3.1   | Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support.  |             |                           |
| 0.3.3.2   | With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression), considering digital footprint. |             |                           |

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|---|--|------------------------|---|
| <b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b>   |  |                        |   |
| K.1.1   | Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.  | -Count Objects         | - Count a Set of Objects and Determine How Many   |
| K.1.2   | When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number and with one and only one object.   | -Count Objects         | - Count a Group of Objects Up to 20<br>- Count a Set of Objects and Determine How Many  |
| K.1.3   | Read, write, compare, order and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words and manipulatives such as connecting cubes. | -Let's Write Numbers   | - Count From 1 to 20<br>- Identify Numbers to 20<br>- Write and Name Numbers to 20  |
| K.1.4   | Compose and decompose numbers up to 10 with objects and pictures.  | -Friends of Ten        | - Fill in the Missing Number in an Equation to Make 10<br>- Find the Missing Number of Objects to Make Ten<br>- Find the Missing Number to Complete a Ten-Frame |
| K.1.5   | Count, with or without objects, to at least 31.  | -Count How Many        | - Count a Set of Objects within Ten<br>- Count a Set of Objects within Twenty   |
| K.1.6   | Count forward beginning from a given number within the known sequence.   | -Let's Count           | - Count Large Numbers   |
| <b>2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one's solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.</b> |  |                        |   |
| K.2.1   | Fluently add and subtract within 5.  | -Add/Subtract Within 5 | - Subtract within 5<br>- Add Up to 5  |

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| K.2.2  | Find a number that is 1 more or 1 less than a given number.  | -Add One                | - Count a Set of Objects to Determine How Many When Adding One More                |
| <b>3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b>  |  |                         |  |
| K.3.1  | Count collections of objects by grouping in 10s using ten-frames, cups or other tools.   | -Let's Add and Subtract | - Solve Addition and Subtraction Story Problems                                    |
| K.3.2  | Identify, create, complete, extend growing patterns involving 10s.   |                         |  |
| <b>4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.</b>  |  |                         |  |
| K.4.1  | Compare and order whole numbers, with and without objects from 0 to at least 31.   | -Compare Two Numbers    | - Compare Numbers within 10  |
| K.4.2  | 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                                   |
| K.4.3  | Compose and decompose numbers from 11-19 into 10s and ones with objects and drawings.  | -Make Numbers           | - Use Ten Frames to Make Teen Numbers<br>- Make Teen Numbers Using Base Ten Blocks |
| <b>5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |  |                         |  |
| K.5.1  | Identify, create, complete and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking such as ABB, ABB, ABB or ●, ●●, ●●●. |                         |  |
| K.5.2  | Recognize patterns in counting. Skip count by 10s starting at zero.  | -Let's Count            | - Count Large Numbers  |

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| <p><b>6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.</b></p> |   |                                      |  |
| K.6.1  | Compare objects with a measurable attribute in common, to see which object has “more of,” “less of” or “same as” the attribute, explain reasoning.  | -Longer or Shorter?<br>-Heavy/Light? | - Compare the Weight of Two Objects by Attributes<br>- Compare Objects’ Size   |
| K.6.2  | Describe several measurable attributes of objects, such as length or weight.  |                                      |  |
| <p><b>7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical/contemporary Dakota and Anishinaabe communities.</b></p>   |   |                                      |  |
| K.7.1  | Sort objects using characteristics such as shape, size, color and thickness.  | -Sort and Count Objects              | - Sort Objects into Categories of Their Own Choice and Count Objects<br>- Sort Objects Given a Predetermined Category and Count Them |
| K.7.2  | Identify two-/three- dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres.                                       | -Flat or Solid?                      |  |
| <p><b>8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.</b></p>                                       |   |                                      |  |
| K.8.1  | Compose and name numbers and simple shapes.   | -Make Bigger Shapes                  | - Use Smaller Shapes to Make Bigger Shapes   |
| K.8.2  | Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. | -Shape Names                         | - Put Objects in Different Locations<br>- Identify Real World Shapes<br>- Identify Object’s Position and Location                    |
| K.8.3  | Name shapes regardless of their overall size.   | -Different Shapes                    |  |

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| K.8.4   | Model shapes in the environment by building shapes from components and sketching shapes.  | -Draw Shapes         | - Make Two-Dimensional Shapes  |
| K.8.5   | Decompose numbers less than or equal to five into pairs in more than one way, e.g., by using objects or drawings and recording each decomposition by a drawing or equation. | -Make Bigger Numbers | - Decompose Numbers Using Number Bonds<br>- Decompose Numbers within 10 Two Different Ways |

**9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.**

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|-------|--|-----------------------------------|--|
| K.9.1 | Notice and wonder about datarich situations to generate ideas and ask questions, with the teacher helping refine, direct, create statistical investigative questions; understand the purpose of data.  |                                   |  |
| K.9.2 | Classify/sort objects, including historical/contemporary objects from Dakota/Anishinaabe Tribal Nations/other communities, into categories/communicate reasoning for sorting system used, recognizing variability, such as difference sizes in a counting collection; Count number of objects in each category/sort categories by count. | -Sort and Count Objects           | - Sort Objects into Categories of Own Choice and Count the Objects<br>- Sort Objects Given a Predetermined Category and Count Them |
| K.9.3 | Use tally marks or pictures to represent data; make inferences and summarize results to answer initial statistical questions; communicate results.   | -Use Pictures to Add and Subtract | - Use Pictures to Add and Subtract   |

**11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

|        |  |  |  |
|--------|--|--|--|
| K.11.1 | Recognize that money has worth, i.e. value.  |  |  |
| K.11.2 | Define money earned as income.   |  |  |
| K.11.3 | Distinguish between wants and needs and identify income as a source to meet one's wants and needs. |  |  |
| K.11.4 | Identify pennies/dimes; find value of dimes to 1 dollar.   |  |  |

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| <b>Reading - R1: Foundations of Reading; Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b> |   |   |   |
| 1.1.1.1   | Recognize the distinguishing features of a sentence in print. (e.g., first word, capitalization, ending punctuation)  | -Sentences  |   |
| 1.1.1.2   | Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multisyllabic words and sounds in 3-4 phoneme words. | -Long and Short Vowel<br>-Sounds You Hear in Words<br>-Blend Sounds to Make Words   | - Identify Long and Short Vowels in Words<br>- Find the Long Vowel Sounds<br>- Identify the Sounds in a CVC Word<br>- Blend Sounds to Read CVC Words  |
| 1.1.1.3   | Know and apply grade-level phonics and word analysis skills in decoding words:  | -Blend Sounds to Make Words<br>-"Sh," "Ch"<br>-"Wh," "Th," "Ck"<br>-Silent 'e'<br>-Vowel Teams<br>-Identify Syllables<br>-Sight Words | - Know the Letter-Sound Correspondence of the Sh Digraph<br>- Read Words with the Sh/Wh Digraph<br>- Blend Sounds to Read CVC Words<br>- Identify Common Vowel Teams<br>- Read Words with Silent e<br>- Understand How Silent e Changes the Vowel Sound in a Word<br>- Identify and Divide Words into Syllables<br>- Find the Number of Syllables in a Word<br>- Read Sight Words<br>- Read Irregular Words |
| 1.1.1.3.a   | Know the spelling-sound correspondences for the common consonant digraphs and blends.   | -Blend Sounds to Make Words<br>-"Sh," "Ch"<br>-"Wh," "Th," "Ck"   | - Know the Letter-Sound Correspondence of the Sh Digraph<br>- Read Words with the Sh/Wh Digraphs  |

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| 1.1.1.3.b   | Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six syllable types, demonstrating both accuracy and automaticity. | <ul style="list-style-type: none"> <li>-Long and Short Vowel</li> <li>-Sounds You Hear in Words</li> <li>-Blend Sounds to Make Words</li> <li>-Silent 'e'</li> <li>-Vowel Teams</li> <li>-Identify Syllables</li> </ul> | <ul style="list-style-type: none"> <li>- Identify Long and Short Vowels in Words</li> <li>- Find Long Vowel Sounds</li> <li>- Identify the Sounds in a CVC Word</li> <li>- Blend Sounds to Read CVC Words</li> <li>- Identify Common Vowel Teams</li> <li>- Read Words with Silent e</li> <li>- Understand How Silent e Changes the Vowel Sound in a Word</li> <li>- Divide Words into Syllables</li> <li>- Identify the Number of Syllables in a Word</li> <li>- Find the Number of Syllables in a Word</li> </ul> |
| 1.1.1.3.c   | Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.  | -Sight Words  | <ul style="list-style-type: none"> <li>- Read Sight Words</li> <li>- Read Irregular Words</li> </ul>  |
| 1.1.1.4   | Read decodable texts accurately and with automaticity.   |   |   |
| <b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b> |  |   |   |
| 1.1.2.1   | Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context, and making connections.   |   |   |
| 1.1.2.2   | Select, read, and comprehend texts that address academic tasks, proficiently at grade 1 text complexity.   |   |   |
| 1.1.2.3   | Express curiosity about a topic and choose and read texts for personal interest and enjoyment.   |   |   |

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| <b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b> |   |  |   |
| 1.1.3.1  | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. |  |   |
| <b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b>   |   |  |   |
| 1.1.4.1  | Ask and answer questions including who, what, and where to demonstrate understanding of key details in a text; retell key details.  | <ul style="list-style-type: none"> <li>-Questions About Stories</li> <li>-Retell Stories</li> <li>-Characters, Plot, and Setting</li> <li>-Identify Who's Telling the Story</li> <li>-Answer Questions About Stories</li> <li>-Find the Main Idea</li> </ul> | <ul style="list-style-type: none"> <li>- Ask and Answer Questions About a Story</li> <li>- Identify the Lesson in a Story</li> <li>- Identify Parts of a Story</li> <li>- Retell a Story</li> <li>- Identify the Characters in a Story and Their Character Traits</li> <li>- Identify the Main Events in a Story</li> <li>- Ask and Answer Question About Informational Texts</li> <li>- Identify the Main Idea of an Informational Text</li> </ul> |
| 1.1.4.2  | Identify the central idea, message, or moral of a text, with prompting as needed.   | -Retell Stories  | <ul style="list-style-type: none"> <li>- Identify the Lesson in a Story</li> <li>- Identify Parts of a Story</li> <li>- Retell a Story</li> </ul>   |
| 1.1.4.3  | Identify characters and setting, in a literary text, with prompting as needed.  | -Characters, Plot, and Setting   | <ul style="list-style-type: none"> <li>- Identify the Characters in a Story and Their Character Traits</li> <li>- Identify the Main Events in a Story</li> </ul>  |
| 1.1.4.4  | Describe the connection between two pieces of information, individuals, events, or ideas, in an informational text.   | -Make Connections  |   |

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| <b>Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>   |  |   |  |
| 1.1.5.1   | Identify the beginning, middle and end of a text.  | -Retell Stories   | - Identify the Lesson in a Story<br>- Identify Parts of a Story<br>- Retell a Story                        |
| 1.1.5.2   | Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).                                      |   |  |
| 1.1.5.3   | Identify the impact that illustrations have on content, meaning, and style of a text.  | -Images Help You Read<br>-Use Images to Understand a Text<br>-Use Images To Explain a Text      | - Use Illustrations to Answer Questions About Characters and Events<br>- Use Images to Help Explain a Text |
| <b>Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b> |  |   |  |
| 1.1.6.1   | Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine, or digital platform).        |   |  |
| 1.1.6.2   | Identify the time period and setting of the text.  | -Identify Author's Purpose  |  |
| 1.1.6.3   | Identify if the text is literary or informational.   | -Fiction or Nonfiction?   | - Identify Whether a Text Is Fiction or Nonfiction   |
| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>  |  |   |  |
| 1.1.8.1   | Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | -Find Feeling Words in Stories<br>-Sorting Words<br>-Words and Their Use<br>-What Are Synonyms? | - Figure Out Character Feelings Using Feeling Words<br>- Identify Words and Phrases that Show Feelings     |

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| 1.1.8.2  | Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text.  | -Find Meaning of Words<br>-Context Clues<br>-Prefixes and Suffixes |  |
| <b>Reading - R9: Media Literacy in Reading; Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b> |  |  |  |
| 1.1.9.1  | Identify two different sources of information on a topic of personal interest or academic focus. (e.g., a picture book and a website or an encyclopedia and a video) | -Compare and Contrast Texts  |  |
| 1.1.9.2  | Examine concept of relevance of sources to task and topic, with prompting as needed  |  |  |
| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>   |  |  |  |
| 1.2.1.1  | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  | -Sentences   |  |
| 1.2.1.2  | Print all upper and lower case letters.  |  |  |
| 1.2.1.3  | Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.  | -Sight Words   | - Read Sight Words<br>- Read Irregular Words |
| 1.2.1.4  | Use frequently occurring nouns, verbs, prepositions in simple sentences, authentically in writing.   |  |  |
| <b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>   |  |  |  |
| 1.2.2.1  | Write routinely, through a combination of writing, drawing, and speaking.  |  |  |
| 1.2.2.2  | Share personal perspective, identity, and voice, verbally, visually, or in writing.  |  |  |
| <b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>  |  |  |  |
| 1.2.3.1  | Plan, draft, and revise to strengthen writing in a shared setting.   |  |  |

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| <b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>   |  |             |                           |
| 1.2.4.1  | Write to state a personal opinion, and provide one or two reasons for the opinion.   |             |                           |
| <b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>                 |  |             |                           |
| 1.2.5.1  | Write to inform or explain, identifying a topic and stating facts about the topic.   |             |                           |
| 1.2.5.2  | Write to respond to a story.   |             |                           |
| <b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b>   |  |             |                           |
| 1.2.6.1  | Write to tell a story, creating details about a character and setting.   |             |                           |
| 1.2.6.2  | Include details in a written story in an order that makes sense.   |             |                           |
| <b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>  |  |             |                           |
| 1.2.7.1  | Ask and answer questions to participate in shared research and writing projects.   |             |                           |
| 1.2.7.2  | Plan and conduct research from teacher recommended sources and share findings in writing, with support and guidance. (e.g., encyclopedias, informational texts). |             |                           |
| <b>Writing - W8: Media Literacy in Writing; Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b> |  |             |                           |
| 1.2.8.1  | Identify which words belong to an author and which words are student's own.  |             |                           |

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|---|--|----------------------|---------------------------|
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b></p> |  |                      |                           |
| 1.3.1.1   | Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.                |                      |                           |
| 1.3.1.1.a   | Participate as speaker and listener, responding to and building on the comments and ideas of others.   |                      |                           |
| 1.3.1.1.b   | Express one's own ideas, stories and experiences.  |                      |                           |
| 1.3.1.1.c   | Make a contribution toward a shared goal, in collaboration with others.  |                      |                           |
| 1.3.1.1.d   | Follow sequence of a story or discussion, or steps in a process.   | -Words and Their Use |                           |
| 1.3.1.2   | Help create and follow agreed-upon norms for a discussion, (e.g., speaker, listener, participation, questioning), respectful of culture.   |                      |                           |
| 1.3.1.3   | Ask questions about what a speaker says in order to gather additional information/clarify something that is not understood.  |                      |                           |
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, features of spoken language, considering audience and context.</b></p>  |  |                      |                           |
| 1.3.2.1   | Demonstrate understanding of intonation and phrasing in spoken language.   |                      |                           |
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.</b></p>  |  |                      |                           |
| 1.3.3.1   | Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.   |                      |                           |
| 1.3.3.2   | Create and share work using a teacher selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose, and audience, considering digital footprint. |                      |                           |

| MN Code   | Minnesota Standard   | Quest Title            | Small Group Skill Lessons  |
|---|--|------------------------|--|
| <b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b>   |  |                        |  |
| 1.1.1   | Use place value to describe whole numbers between 10 and 120 in terms of 10s and ones.   | -Add Two-Digit Numbers | <ul style="list-style-type: none"> <li>- Add Using Place Value</li> <li>- Add Two-Digit Numbers Using Base Ten Blocks</li> </ul>                                       |
| 1.1.2   | Read, write, compare, order and represent whole numbers from 0 to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.  | -Add Two-Digit Numbers | <ul style="list-style-type: none"> <li>- Add Using Place Value Strategies</li> <li>- Add Two-Digit Numbers Using Base Ten Blocks</li> </ul>                            |
| 1.1.2.a   | The numbers from 11 to 19 are composed of a 10 and one, two, three, four, five, six, seven, eight or nine ones.  | -Tens and Ones         | <ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones Are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make Tens Out of Ones</li> </ul> |
| 1.1.2.b   | The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine 10s (and 0 ones)  | -Tens and Ones         | <ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make Tens Out of Ones</li> </ul> |
| 1.1.3   | Count, with or without objects, forward and backward from any given number up to 120.  |                        |  |
| <b>2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one's solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.</b> |  |                        |  |
| 1.2.1   | Use strategies to generate addition and subtraction facts including making 10s, fact families, doubles, doubles plus or minus one, counting on, counting back and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts. |                        |  |

| MN Code | Minnesota Standard  | Quest Title                | Small Group Skill Lessons  |
|---------|---|----------------------------|--|
| 1.2.2   | Fluently add and subtract within 12.                          | -Add and Subtract Up to 20 | - Add and Subtract within 10 and 20<br>- Add within 20 Using a Number Line |
| 1.2.3   | Find a number that is 10 more or 10 less than a given number. | -Add and Subtract          | - Find Ten More/Ten Less<br>- Add One or Ten More to a Given Number        |

**3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

|       |  |   |   |
|-------|--|---|---|
| 1.3.1 | Count collections of objects using groups of 5s or 10s to 100.   | -Let's Count<br>-Tens and Ones<br>-Skip-Count to 1000 | - Count Large Numbers<br>- Identify How Many Tens and Ones Are in a Number<br>- Count by Tens<br>- Visually Make Tens Out of Ones<br>- Skip Count by Tens |
| 1.3.2 | Represent the counting strategy and the total using words, symbols and pictures.   | -Find the Missing Number                              | - Identify the Missing Addend<br>- Find the Missing Addend  |
| 1.3.3 | Skip count by 2s, 5s and 10s to 100.   | -Skip-Count to 1000                                   | - Skip Count by Tens  |
| 1.3.4 | Determine the double of any single digit number.   | -Tens and Ones  | - Identify How Many Tens and Ones Are in a Number<br>- Count by Tens<br>- Visually Make Tens Out of Ones  |
| 1.3.5 | Create simple patterns using objects, pictures, numbers and rules. Patterns have rules like add 2, add 5, add 10 beginning at 0. | -Use Counting to Add and Subtract                     | - Add by Counting On<br>- Add within 20 by Counting On<br>- Subtract within 20 by Counting Back   |

**4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.**

|       |   |  |  |
|-------|---|--|--|
| 1.4.1 | Compare and order whole numbers to 120. |  |  |
|-------|---|--|--|

| MN Code | Minnesota Standard   | Quest Title      | Small Group Skill Lessons  |
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| 1.4.2   | Compare two, two-digit numbers based on meanings of the 10s and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ . | -Compare Numbers | - Compare Two-Digit Numbers  |
| 1.4.3   | Apply the commutative and associative properties of addition as strategies to add and subtract.  | -Number Families | - Learn About Fact Families<br>- Understand Properties of Addition |
| 1.4.4   | Determine if equations involving addition and subtraction are true or false.   | -What is Equal?  |  |
| 1.4.5   | Determine unknown whole number in an addition subtraction equation relating three whole numbers.   | -Number Families | - Understand Properties of Addition                                |

**5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

|       |   |  |  |
|-------|---|--|--|
| 1.5.1 | Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns. |  |  |
| 1.5.2 | Describe what is changing and what is staying the same in a visual growing pattern.   |  |  |
| 1.5.3 | Recognize patterns in counting by 10s starting at a non-zero number (i.e. 7, 17, 27, ...).  |  |  |

**6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.**

|       |   |                                |   |
|-------|---|--------------------------------|---|
| 1.6.1 | 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<br>- Compare Lengths of Objects<br>- Compare Lengths Using a Third Object |
|-------|---|--------------------------------|---|

| MN Code   | Minnesota Standard   | Quest Title              | Small Group Skill Lessons   |
|---|--|--------------------------|---|
| 1.6.2   | Measure the length of an object in terms of non-standard units. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | -Measure Without a Ruler | - Measure Using Nonstandard Units<br>- Measure Length Using Nonstandard Units   |
| <b>7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b>       |  |                          |   |
| 1.7.1   | Describe characteristics of 2-/3-D objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones, spheres.  | -Square or Cube?         |   |
| 1.7.2   | Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non defining attributes; build and draw shapes to possess defining attributes.               | -Learn About Shapes      |   |
| <b>8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.</b> |  |                          |   |
| 1.8.1   | Estimate amounts up to 100 by using visual images of benchmarks of fives and 10s.  |                          |   |
| 1.8.2   | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count by ones; justify reasoning by referencing a model.                                   | -Word Problems           | - Solve Adding and Subtracting Word Problems<br>- Solve Addition and Subtraction Word Problems Using Pictures               |
| 1.8.3   | Describe objects in the environment using names of shapes and describe the relative positions of these objects using left and right.   | -Make Bigger Shapes      | - Use Smaller Shapes to Make Bigger Shapes  |
| 1.8.4   | Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings and record each decomposition by a drawing or equation.                   | -Make Bigger Numbers     | - Decompose Numbers within 10<br>- Decompose Numbers Using Number Bonds<br>- Decompose Numbers within 10 Two Different Ways |

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|---|--|-------------------------|---|
| 1.8.5   | Describe representations of numbers using benchmarks like fives and 10s.   |                         |   |
| 1.8.6   | Name shapes regardless of their orientations.  | -Different Shapes       |   |
| 1.8.7   | Compose (combine) two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles) to create a composite shape and decompose (take apart) composite shapes into triangles, rectangles, squares and sectors.   | -Build With Shapes      | - Create 3D Shapes  |
| 1.8.8   | Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters and use the phrases half of, fourth of and quarter of. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | -Dividing Shapes        | - Partition Shapes into Halves and Fourths  |
| <b>9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.</b> |  |                         |   |
| 1.9.1   | Notice and wonder about datarich situations to refine, direct and create statistical investigative questions with teacher guidance.  |                         |   |
| 1.9.2   | Have awareness of what counts as data and understand that people collect data to answer questions and that data can vary (e.g. objects have different colors or sizes).  | -Learn About Shapes     |   |
| 1.9.3   | Collect survey data and use given data to consider and decide what data will answer a question; Represent the same data as tally marks, drawings or digitally.   | -Sort and Count Objects | <ul style="list-style-type: none"> <li>- Interpret Simple Bar Graphs</li> <li>- Interpret Data Represented by Tally Marks</li> <li>- Match Numerals with Tally Marks</li> <li>- Sort and Chart Objects</li> </ul> |

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| 1.9.4  | Make predictions using patterns from data visualizations, including data from Dakota and Anishinaabe tribal nations and other communities.   |             |                           |
| 1.9.5  | Decide key results that answer students' initial questions and ask additional questions that may arise to report to others and solve problems; use data to provide evidence for conclusions. |             |                           |
| <p><b>10. Chance and Uncertainty: Apply and explain the concepts of probability to interpret data and make informed decisions to solve mathematical and real-world problems.</b></p>   |  |             |                           |
| 1.10.1   | Describe outcomes of events as impossible, possible or certain.  |             |                           |
| <p><b>11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b></p> |  |             |                           |
| 1.11.1   | Identify ways to earn income.  |             |                           |
| 1.11.2   | Distinguish between spending and saving and consider charitable giving.  |             |                           |
| 1.11.3   | Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.   |             |                           |

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|---|---|---|---|
| <b>Reading - R1: Foundations of Reading; Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b> |   |   |   |
| 2.1.1.1   | Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multisyllabic words and sounds in 5-phoneme words, including consonant blends. | -Long and Short Vowels<br>-R-Controlled Vowels<br>-"ai," "ay," "ow"<br>-Decode Words<br>-Tricky Spelling Patterns<br>-Irregularly Spelled Words | - Read Words with Long Vowels<br>- Read Words with R-controlled Vowels<br>- Spell Words with Common Vowel Teams<br>- Identify Prefixes/Suffixes<br>- Identify Words with Soft and Hard c<br>- Identify and Read Sight Words |
| 2.1.1.2   | Know and apply grade-level phonics and word analysis skills in decoding words:  | -Long and Short Vowels<br>-R-Controlled Vowels<br>-"ai," "ay," "ow"<br>-Decode Words<br>-Tricky Spelling Patterns<br>-Irregularly Spelled Words | - Read Words with Long Vowels<br>- Read Words with R-controlled Vowels<br>- Spell Words with Common Vowel Teams<br>- Identify Prefixes/Suffixes<br>- Identify Words with Soft and Hard c<br>- Identify and Read Sight Words |
| 2.1.1.2.a   | Know the spelling-sound correspondences for the common vowel graphemes.   | -R-Controlled Vowels<br>-"ai," "ay," "ow"   | - Read Words with R-Controlled Vowels<br>- Spell Words with Common Vowel Teams  |
| 2.1.1.2.b   | Decode multisyllabic words that include prefixes, suffixes and vowel digraphs.  |   |   |
| 2.1.1.2.c   | Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.   | -Irregularly Spelled Words  | - Identify and Read Sight Words   |
| 2.1.1.3   | Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.   |   |   |

| MN Code  | Minnesota Standard  | Quest Title  | Small Group Skill Lessons   |
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| <p><b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b></p> |   |  |   |
| 2.1.2.1  | Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text to text connections, and building on strategies learned in previous grade levels, with guidance and support. |  |   |
| 2.1.2.2  | Select, read, and comprehend texts that address academic tasks, proficiently at grade 2 text complexity.  |  |   |
| 2.1.2.3  | Locate, select, and read texts on a topic of personal interest.   |  |   |
| <p><b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b></p>  |   |  |   |
| 2.1.3.1  | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.   |  |   |
| <p><b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b></p>  |   |  |   |
| 2.1.4.1  | Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text.   | <ul style="list-style-type: none"> <li>-Ask and Answer Questions</li> <li>-Discover Points of View</li> <li>-Answer Questions About Texts</li> <li>-Purpose of a Text</li> </ul> | <ul style="list-style-type: none"> <li>- Answer Questions About a Story</li> <li>- Learn the 5 W's</li> <li>- Practice Answering Questions About a Nonfiction Text</li> </ul> |
| 2.1.4.2  | Identify the central idea, message, or moral of a text and one or two supporting details.   | <ul style="list-style-type: none"> <li>-Stories Can Teach Lessons</li> <li>-Main Topic</li> </ul>  | <ul style="list-style-type: none"> <li>- Retell a Story</li> <li>- Find the Main Topic of an Informational Text</li> </ul>  |

| MN Code | Minnesota Standard  | Quest Title                     | Small Group Skill Lessons  |
|---------|---|---------------------------------|--|
| 2.1.4.3 | Identify characters, setting, conflict, resolution, and events, in literary text.                             | -Identify Characters and Events | - Identify Problems and Solutions in a Story<br>- Identify How Characters Respond to Events in Fiction Stories |
| 2.1.4.4 | Describe the connection between a series of events, concepts, or steps in a procedure, in informational text. | -Identify Steps in a Process    | - Identify Chronological Order of Events   |

**Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.**

|         |   |                             |  |
|---------|---|-----------------------------|--|
| 2.1.5.1 | Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person). | -Explore Story Structure    | - Describe the Structure of a Story in Terms of Beginning, Middle, End<br>- Describe the Problem and Solution in a Story<br>- Identify the Elements in a Story |
| 2.1.5.2 | Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, hyperlinks).  | -Nonfiction Text Features   | - Identify Nonfiction Text Features  |
| 2.1.5.3 | Identify and explain how images are used to illustrate ideas and narratives in a text.  | -Images Add Meaning to Text | - Use Images to Support Understanding of a Text  |

**Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.**

|         |  |                            |                                     |
|---------|--|----------------------------|-------------------------------------|
| 2.1.6.1 | Identify the author or story teller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller's perspective and identity. |                            |                                     |
| 2.1.6.2 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text.                      | -Nonfiction Text Features  | - Identify Nonfiction Text Features |
| 2.1.6.3 | Identify if the text is informational or literary, and support with evidence.  | -Find Evidence in the Text |                                     |

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| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>                                     |   |   |   |
| 2.1.8.1  | Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems.  | -Rhythm and Alliteration  | - Identify the Meaning of Rhymes and Alliterations in a Text  |
| 2.1.8.2  | Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.                                | -Find the Meaning of New Words<br>-Multiple Meaning Words<br>-Adding Prefixes<br>-Root Words<br>-Compound Words |   |
| <b>Reading - R9: Media Literacy in Reading; Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b> |   |   |   |
| 2.1.9.1  | Collect information from two or more sources on a topic of personal interest or academic focus.   | -Compare and Contrast Texts   |   |
| 2.1.9.2  | Articulate relevance of sources to task and topic. (e.g., factual and opinion pieces).  | -Gain Meaning from Pictures   | - Gain Meaning From the Illustrations in a Story<br>- Explain How Illustrations Contribute to a Story |
| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>   |   |   |   |
| 2.2.1.1  | Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns), authentically in writing. |   |   |

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| 2.2.1.2   | Apply spelling patterns and rules to spell words with consonant and vowel digraphs and diphthongs, six syllable types, and inflectional suffixes, authentically in writing.                           |             |                           |
| 2.2.1.3   | Use nouns (common, proper, possessive, and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions, and prepositions in simple sentences, authentically in writing. |             |                           |
| <p><b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b></p>   |   |             |                           |
| 2.2.2.1   | Write routinely, including illustration, for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)  |             |                           |
| 2.2.2.2   | Write to express ideas representing personal perspective, identity, and voice, as a part of a group.  |             |                           |
| <p><b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b></p>  |   |             |                           |
| 2.2.3.1   | Plan, draft, revise, edit, and publish writing, using self-reflection and teacher guidance.   |             |                           |
| <p><b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b></p>                                     |   |             |                           |
| 2.2.4.1   | Write to state a personal opinion, provide several reasons for the opinion and include introductory and concluding statements.  |             |                           |
| <p><b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b></p> |   |             |                           |
| 2.2.5.1   | Write to inform or explain, using details to show understanding of the topic, and including an introductory and concluding statement.   |             |                           |
| 2.2.5.2   | Write to respond to characters, setting, and conflict in a story.   |             |                           |

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| <b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b>   |  |             |                           |
| 2.2.6.1  | Write to tell a story, introducing conflict to a character and setting.  |             |                           |
| 2.2.6.2  | Use words that signal changes in situation, in written narratives, poetry, or other creative text. (e.g., next, surprisingly)  |             |                           |
| <b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>  |  |             |                           |
| 2.2.7.1  | Ask and answer on-topic questions to research background information using resources vetted by teacher.  |             |                           |
| 2.2.7.2  | Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing. (e.g., search terms, choosing relevant sources).  |             |                           |
| <b>Writing - W8: Media Literacy in Writing; Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>   |  |             |                           |
| 2.2.8.1  | Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism. (e.g., What work is yours? What work is someone else's?) |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b> |  |             |                           |
| 2.3.1.1  | Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.                      |             |                           |
| 2.3.1.1.a  | Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture.  |             |                           |

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| 2.3.1.1.b   | Participate as a speaker and listener, building on and linking to the comments of others.   |             |                           |
| 2.3.1.1.c   | Express one's own ideas, stories, and experiences.  |             |                           |
| 2.3.1.1.d   | Help to establish group member roles and timeline for work.   |             |                           |
| 2.3.1.1.e   | Identify and work toward a shared goal.   |             |                           |
| 2.3.1.1.f   | Follow sequence of a story or discussion, or steps in a process.  |             |                           |
| 2.3.1.2   | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.  |             |                           |
| 2.3.1.3   | Demonstrate ability to receive and act on feedback from others and self-reflection.   |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.</b>                                 |   |             |                           |
| 2.3.2.1   | Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm, and gestures).   |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.</b> |   |             |                           |
| 2.3.3.1   | Create written, oral, digital content that communicates knowledge and ideas including relevant facts and descriptive details, in a variety of presentation styles.  |             |                           |
| 2.3.3.2   | Create and share work, choosing a digital tool from teacher-provided lists, and critique effectiveness of chosen tool regarding the task, purpose, and audience, (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) demonstrating understanding of digital footprint. |             |                           |

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|---|--|------------------------------|---|
| <b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b> |  |                              |   |
| 2.1.1   | Read, write, compare, order and represent whole numbers up to 1,000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.  | -Numbers to 1000             | <ul style="list-style-type: none"> <li>- Read Numbers to 1000 in Different Forms</li> <li>- Use Visuals to Read Numbers to 1000 in Expanded Form</li> <li>- Read Numbers to 1000 in Expanded Form</li> <li>- Read Numbers to 1000 Using Number Names</li> <li>- Write Numbers in Word Form</li> </ul> |
| 2.1.2   | Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, 10s and ones. Know that 100 is 10 tens and 1,000 is 10 hundreds.  | -Place Value                 | - Identify the Place Values of Three Digit Numbers  |
| 2.1.3   | Compare two and 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"> <li>- Compare 3 Digit Numbers Using Greater Than, Less Than, or Equal to Symbols</li> <li>- Use Place Value Understanding to Compare 3-Digit Numbers</li> </ul>  |
| 2.1.4   | Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation and partial sums and differences.   | -Add and Subtract within 100 | <ul style="list-style-type: none"> <li>- Add within 100 Using a Number Line</li> <li>- Subtract within 100 by Decomposing the Subtrahend</li> <li>- Add 2-Digit Numbers</li> </ul>  |
| 2.1.5   | Add and subtract within 1,000 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction or using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method. |                              |   |

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| 2.1.6  | Explain why addition and subtraction strategies work, using place value and the properties of operations.  |                                |  |
| <p><b>2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one's solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.</b></p> |  |                                |  |
| 2.2.1  | Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.  |                                |  |
| 2.2.2  | Fluently add and subtract within 20.   | -Add and Subtract with Fluency | - Fluently Subtract Using Math Facts to 20<br>- Add and Subtract within 20 with Fluency  |
| <p><b>3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b></p>   |  |                                |  |
| 2.3.1  | Identify, create and describe simple number patterns involving repeated addition/subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts. |                                |  |
| 2.3.2  | Count collections of objects using groups of 10's and 100's to 1,000. Represent the counting strategy and the total using words, symbols and pictures.   | -Skip-Count to 1000            | - Skip Count by Tens   |
| 2.3.3  | Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write a numerical equation to express the total as a sum of equal addends.                | -Arrays                        | - Create and Label an Array<br>- Make an Array and Count How Many Objects Are in It<br>- Write Repeated Addition Sentences to Match Arrays |
| <p><b>4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.</b></p>   |  |                                |  |
| 2.4.1  | Compare and order whole numbers up to 1,000.   |                                |  |

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| 2.4.2   | Interpret number sentences involving addition, subtraction and unknowns represented by letters.  | -Word Problems | - Add and Subtract Word Problems within 100<br>- Solve Word Problems with Addition and Subtraction |
| 2.4.3   | Apply mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation and partial sums and differences.         | -Word Problems | - Add and Subtract Word Problems within 100<br>- Solve Word Problems with Addition and Subtraction |
| 2.4.4   | Use number sentences involving addition, subtraction and unknowns to represent given problem situations. Use the relationship of addition and subtraction to find values for the unknowns that make the number sentences true. | -Word Problems | - Add and Subtract Word Problems within 100<br>- Solve Word Problems with Addition and Subtraction |

**5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

|       |   |                     |  |
|-------|---|---------------------|--|
| 2.5.1 | Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts. |                     |  |
| 2.5.2 | Use numeric expressions to describe a visual growing pattern.   |                     |  |
| 2.5.3 | Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.   | -Using Bar Graphs   | - Sort and Graph Objects<br>- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph<br>- Read Bar Graphs and Answer "How Many" Questions About Data |
| 2.5.4 | Skip count by 2s, 5s and 10s from any given number. Skip count from a non-zero number (i.e. 3, 13, 23, 33).   | -Skip-Count to 1000 | - Skip Count by Tens   |

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| <p><b>6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.</b></p> |  |                       |                                |
| 2.6.1  | Estimate lengths using units of inches, feet, centimeters and meters.  |                       |                                |
| 2.6.2  | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.   | -Measure Length       | - Measure Length Using a Ruler |
| 2.6.3  | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. Relate addition and subtraction to length.   |                       |                                |
| 2.6.4  | Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line diagram. |                       |                                |
| <p><b>7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b></p>   |  |                       |                                |
| 2.7.1  | Classify two- and three- dimensional figures according to the number and shape of faces and the number of sides, edges and vertices (corners).   | -Square or Cube?      |                                |
| 2.7.2  | Sketch basic two-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons.  | -Name and Draw Shapes | - Identify 3D Shapes           |

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| <b>8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.</b> |  |                              |  |
| 2.8.1   | Describe the location of an object in relation to another object.  | -Shape Names                 | <ul style="list-style-type: none"> <li>- Put Objects in Different Locations</li> <li>- Identify Shapes in the Real World</li> <li>- Identify Object's Position and Location</li> </ul> |
| 2.8.2   | Estimate sums and differences of two-digit numbers.  |                              |  |
| 2.8.3   | Given a three-digit number, mentally find 10 more or 10 less; 100 more or 100 less than the number; justify reasoning by referencing a model.  |                              |  |
| 2.8.4   | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.   | -Divide Rectangles           | - Partition Rectangles and Count the Squares   |
| 2.8.5   | Partition circles and rectangles into two, three or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | -Halves, Thirds, and Fourths | - Partition Shapes into Halves, Thirds, and Fourths  |
| 2.8.6   | Draw the line of symmetry on a 2D regular polygon and simple 2D figures.   |                              |  |
| <b>9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.</b>   |  |                              |  |
| 2.9.1   | Notice and wonder about data-rich situations to refine, direct and create statistical investigative questions with teacher guidance.   |                              |  |
| 2.9.2   | Be informed about what counts as data and understand that people collect data to answer questions and that data can vary (e.g. objects have different colors or sizes).  |                              |  |

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| 2.9.3   | Collect survey data and use given data to consider and decide what data will answer a question; represent the same data as tally marks, drawings, picture graphs, bar graphs, tables and digitally.  |              |   |
| 2.9.4   | Generate measurement data, including historical and present day ways of measuring from Dakota and Anishinaabe Tribal Nations and other communities, with whole unit lengths (using a variety of tools and the body) and display data on a line plot. |              |   |
| 2.9.5   | Make predictions using patterns from data visualizations.  |              |   |
| 2.9.6   | Decide key results that answer students' initial questions to report to others; draw conclusions and construct an argument.  |              |   |
| <b>10. Chance and Uncertainty: Apply and explain the concepts of probability to interpret data and make informed decisions to solve mathematical and real-world problems.</b>   |  |              |   |
| 2.10.1  | Describe the difference between possible and probable.   |              |   |
| <b>11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |  |              |   |
| 2.11.1  | Calculate how money saved or earned can accumulate into a larger amount over time.   |              |   |
| 2.11.2  | Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount, using \$ and ¢ symbols appropriately.   | -Coin Values | <ul style="list-style-type: none"> <li>- Identify Coin Values</li> <li>- Solve Problems Using Coins and Their Values</li> </ul> |

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| <b>Reading - R1: Foundations of Reading; Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b>   |   |   |  |
| <b>3.1.1.1</b>  | Know and apply grade-level phonics and word analysis skills in decoding words:  | -Common Prefixes and Suffixes<br>-Reading Sight Words | - Make Words with Suffixes<br>- Identify the Meaning of Prefixes and Suffixes<br>- Identify Prefixes/Suffixes<br>- Identify Sight Words<br>- Read and Write High Frequency and Irregularly Spelled Words |
| <b>3.1.1.1.a</b>  | Identify, know the meaning of, and read words with common prefixes and suffixes.  | -Common Prefixes and Suffixes                         | - Make Words with Suffixes<br>- Identify the Meaning of Prefixes and Suffixes<br>- Identify Prefixes/Suffixes  |
| <b>3.1.1.1.b</b>  | Decode multisyllabic words;   |   |  |
| <b>3.1.1.1.c</b>  | Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity.  | -Reading Sight Words                                  | - Identify Sight Words<br>- Read and Write High Frequency and Irregularly Spelled Words  |
| <b>3.1.1.2</b>  | Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.   | -Read with Fluency                                    | - Read with Fluency  |
| <b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b> |   |   |  |
| <b>3.1.2.1</b>  | Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, looking back at the text and reading ahead, building on strategies learned in previous grade levels. |   |  |
| <b>3.1.2.2</b>  | Select, read, and comprehend texts that address academic tasks, proficiently at grade 3 text complexity.  | -Read with Fluency                                    | - Read with Fluency  |

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| 3.1.2.3  | Locate, select, and read texts on a topic of personal interest, demonstrating understanding of literary award lists and curated book lists that aid in making selections.                                   |  |  |
| <b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b> |   |  |  |
| 3.1.3.1  | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. |  |  |
| <b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b>   |   |  |  |
| 3.1.4.1  | Ask and answer questions to demonstrate understanding of both literal and nonliteral language in a text referring explicitly to the texts as the basis for the answers; summarize the text.                 | <ul style="list-style-type: none"> <li>-Understanding the Text</li> <li>-Point of View</li> <li>-Asking and Answering Questions</li> <li>-Logical Connections</li> </ul> | <ul style="list-style-type: none"> <li>- Ask and Answer Questions about a Story</li> <li>- Find Text Evidence to Answer Questions About Informational Text</li> <li>- Refer to Text Evidence to Answer Questions About Informational Text</li> </ul> |
| 3.1.4.2  | Identify the central idea or argument in fables, folktales, and myths, explain how it is supported by key details, and describe the connection between details.   | <ul style="list-style-type: none"> <li>-Determine Message, Lesson, Moral</li> <li>-Main Idea and Key Details</li> </ul>  | <ul style="list-style-type: none"> <li>- Retell a Story and Identify the Moral</li> <li>- Use Details to Find the Main Idea of an Informational Text</li> </ul>  |
| 3.1.4.3  | Describe how details about characters, setting, conflict, resolution, and events work together to develop the plot of a literary text.  | -Describe Characters in a Story  | - Describe Characters  |
| 3.1.4.4  | Describe the relationship between a series of events, concepts, or steps in a procedure, using language that pertains to time, sequence, and cause/effect, in informational text.                           | -Connecting Story Details  | <ul style="list-style-type: none"> <li>- Make Connections Between Details in a Text</li> <li>- Identify Cause and Effect Relationships</li> </ul>  |

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| <b>Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>   |   |                                   |  |
| 3.1.5.1   | Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas and poems.  | -Identifying Text Structure       | <ul style="list-style-type: none"> <li>- Identify the Parts of a Text</li> <li>- Identify Elements of a Drama</li> <li>- Identify Structure of a Poem</li> </ul>             |
| 3.1.5.2   | Use informational text features (e.g., captions, subheadings, glossaries, indexes, and interactive images) to understand information relevant to a given topic.   | -Text Features                    | <ul style="list-style-type: none"> <li>- Identify Type of Information Provided by Different Nonfiction Text Features</li> <li>- Identify Nonfiction Text Features</li> </ul> |
| 3.1.5.3   | Interpret the ideas/information conveyed through illustrations, graphics, and other audiovisual elements in text.   | -Illustrations Support Text       | - Explain How Illustrations Contribute to a Story  |
| <b>Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b> |   |                                   |  |
| 3.1.6.1   | Compare and contrast the student's personal perspective and identity from that of the author or story teller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller's perspective and identity. |                                   |  |
| 3.1.6.2   | Identify the time period of publication and/or posting of the text and when the time period of publication influences meaning, content, or style of the text. (e.g., era-specific vocabulary or illustrations).   | -Compare, Contrast Series Books   |  |
| 3.1.6.3   | Identify if the text is informational or literary, and support with evidence.   | -Use Pictures to Understand Words | <ul style="list-style-type: none"> <li>- Answer Questions About the Images in a Text</li> <li>- Explain the Images in a Text</li> </ul>                                      |
| <b>Reading - R7: Evaluate arguments and specific claims from complex informational texts.</b>   |   |                                   |  |
| 3.1.7.1   | Identify an author's argument and support with details from the text.   | -Find Evidence in the Text        |  |

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| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>                                     |  |                                   |   |
| 3.1.8.1  | Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres.   | -Literal vs Nonliteral Language   | - Identify Literal and Nonliteral Language<br>- Identify the Meaning of Common Idioms |
| 3.1.8.2  | Determine meaning of general academic/domain-specific vocabulary and phrases in informational text.  | -Context Clues                    |   |
| <b>Reading - R9: Media Literacy in Reading; Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b> |  |                                   |   |
| 3.1.9.1  | Collect information from two or more sources on a topic of personal interest or academic focus.  | -Compare and Contrast             | - Compare and Contrast Texts on the Same Topic  |
| 3.1.9.2  | Demonstrate understanding of relevance and credibility of sources.   | -Use Pictures to Understand Words | - Answer Questions About Images in a Text<br>- Explain Images in a Text               |
| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>   |  |                                   |   |
| 3.2.1.1  | Use correct punctuation (including commas in series and apostrophes), spelling, capitalization, and grammar, authentically in writing.   |                                   |   |
| 3.2.1.2  | Apply spelling patterns and rules to spell multisyllabic words, high-frequency words, authentically in writing.  |                                   |   |
| 3.2.1.3  | Use nouns (collective and irregular plural), verbs, frequently used adjectives and adverbs, conjunctions, prepositions, and pronouns (including reflexive pronouns and male, female, and non-binary gender pronouns) in simple and compound sentences, authentically in writing. |                                   |   |

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| <b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>   |   |             |                           |
| 3.2.2.1  | Write routinely for a range of tasks, purposes, audiences. (e.g., personal interest, enjoyment, academic tasks)                                   |             |                           |
| 3.2.2.2  | Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.     |             |                           |
| <b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>  |   |             |                           |
| 3.2.3.1  | Plan, draft, revise, edit, and publish writing, using self-reflection, guidance, and support from peers and educators.                            |             |                           |
| 3.2.3.2  | Use words and phrases for effect, differentiating between conventions of spoken and written English.  |             |                           |
| <b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>                                     |   |             |                           |
| 3.2.4.1  | Write to argue, providing and organizing evidence for supporting points, and using linking words and phrases.                                     |             |                           |
| 3.2.4.2  | Write to persuade blending opinion and facts that support the opinion.  |             |                           |
| <b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b> |   |             |                           |
| 3.2.5.1  | Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years. |             |                           |
| 3.2.5.2  | Write to respond to thoughts and feelings of characters in a literary text.   |             |                           |

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| <b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b>   |   |             |                           |
| 3.2.6.1  | Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict.   |             |                           |
| 3.2.6.2  | Use dialogue and descriptive words, in written narratives, poetry, or other creative text.  |             |                           |
| <b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>  |   |             |                           |
| 3.2.7.1  | Ask relevant questions to distinguish fact from opinion.  |             |                           |
| 3.2.7.2  | Plan and conduct research, following a detailed research plan to build understanding of a topic, demonstrating understanding of digital footprint, and share findings in writing.       |             |                           |
| <b>Writing - W8: Media Literacy in Writing; Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>   |   |             |                           |
| 3.2.8.1  | Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism.   |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b> |   |             |                           |
| 3.3.1.1  | Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. |             |                           |
| 3.3.1.1.a  | Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture.   |             |                           |

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| 3.3.1.1.b   | Participate as a speaker and listener, reviewing key ideas shared by others.   |             |                           |
| 3.3.1.1.c   | Express one's own ideas, stories, and experiences, linking to comments of others.  |             |                           |
| 3.3.1.1.d   | Help to establish group member roles and timeline for work.  |             |                           |
| 3.3.1.1.e   | Identify and work toward a shared goal.  |             |                           |
| 3.3.1.1.f   | Follow sequence of a story or discussion, or steps in a process.   |             |                           |
| 3.3.1.2   | Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion.  |             |                           |
| 3.3.1.3   | Receive and act on feedback from others, self-reflect, and provide constructive feedback on peers' work, with guidance and support from adults.  |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.</b>                                 |  |             |                           |
| 3.3.2.1   | Use vocabulary for effect and attend to features of spoken language in communicating with others, in social and academic situations. (Including volume, intonation, phrasing, speed, pausing, stress, rhythm, and gestures). |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.</b> |  |             |                           |
| 3.3.3.1   | Create written, oral, and digital content that communicates knowledge and ideas including relevant facts and descriptive details, in a variety of presentation styles.   |             |                           |
| 3.3.3.2   | Create and share work, using self-selected digital tools, and critique effectiveness of chosen tool regarding the task, purpose, and audience, demonstrating understanding of digital footprint.                             |             |                           |

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| <p><b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b></p> |   |                             |   |
| 3.1.1  | Read and write whole numbers from zero to 100,000 using base-ten numerals, number names and expanded form.  |                             |   |
| 3.1.2  | Use place value to describe whole numbers from zero to 100,000 in terms of 10 thousands, thousands, hundreds, tens and ones. Use place value understanding to round whole numbers to the nearest 10, 100, 1,000.            | -Round to Tens and Hundreds | - Round to the Nearest 10 or 100  |
| 3.1.3  | Compare and order whole numbers up from zero to 100,000 based on meanings of the digits in each place, using $>$ , $=$ and $<$ symbols to record the results of comparisons.  |                             |   |
| 3.1.4  | Estimate sums and differences within 1,000 using strategies based on place value, approximation, properties of operations and/or the relationship between addition and subtraction to assess the reasonableness of results. |                             |   |
| 3.1.5  | Multiply one-digit whole numbers by multiples of 10 and 100 (e.g., $9 \times 80$ , $5 \times 600$ ) using strategies based on place value, repeated addition and properties of operations.                                  |                             |   |
| 3.1.6  | Write numerical equations to represent and solve single step multiplication and division word problems including equal group, array, area and multiplicative comparison.  | -Unknown Number Equations   |   |
| 3.1.7  | Compose fractions from unit fractions. Compose and decompose fractions.   | -Whole Numbers as Fractions |   |
| 3.1.8  | Read and write fractions up to one whole with words and symbols. Recognize that fractions can be used to represent parts of a whole, points on a number line or distances on a number line.                                 | -Fractions on a Number Line | - Label Fractions on a Number Line<br>- Identify Fractions on a Number Line |

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|---------|--|-----------------------------|---|
| 3.1.9   | Justify that the size of a fractional part is relative to the size of the whole through equal partitioning, consideration of the relationship between its numerator and denominator and its relationship to zero and one on the number line. | -Fractions on a Number Line | - Label Fractions on a Number Line<br>- Identify Fractions on a Number Line |
| 3.1.10  | Apply the concept of numerator and denominator to compare and order unit fractions and fractions with like denominators up to one whole.   | -Fractions on a Number Line | - Label Fractions on a Number Line<br>- Identify Fractions on a Number Line |

**2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one's solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.**

|       |  |   |   |
|-------|--|---|---|
| 3.2.1 | Justify why the comparison of whole numbers up to 100,000 with an emphasis on place value and equality is true based on place value.   |   |   |
| 3.2.2 | Find 100 more or 100 less, 1,000 more or 1,000 less and 10,000 more or 10,000 less than a given four or five-digit number.   |   |   |
| 3.2.3 | Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction.  | -Add within 1000<br>-Subtract within 1000         | - Add and Subtract within 1000 Using the Standard Algorithm<br>- Add/Subtract within 1000 Using Expanded Form<br>- Add and Subtract within 1000 Using a Number Line<br>- Add within 1000 Using any Method |
| 3.2.4 | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. Know from memory all factors between 0 and 12. | -Multiply, Divide: 1-5<br>-Multiply, Divide: 6-10 | - Multiply by 2/3/4/5/6/7/8/9<br>- Practice Multiplying 1-10<br>- Practice Division Facts<br>- Divide with Fluency  |

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| 3.2.5   | Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.              | -Multiplying Whole Numbers       | - Use Arrays to Solve Multiplication Problems<br>- Multiply Using Repeated Addition  |
| 3.2.6   | Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ . | -Getting Started with Fractions  | - Recognize Visual Representations of Fractions<br>- Identify Equal Parts to Make Fractions<br>- Identify Unit Fractions<br>- Identify Fractions |
| 3.2.7   | Recognize and generate equivalent fractions for halves and quarters. Explain why the fractions are equivalent, using a visual fraction model.  | -Generating Equivalent Fractions |  |
| 3.2.8   | Express whole numbers as fractions; recognize fractions that are equivalent to whole numbers.  | -Whole Numbers as Fractions      |  |

**3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

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| 3.3.1 | Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. | -Multiplying Whole Numbers    | - Use Arrays to Solve Multiplication Problems<br>- Multiply Using Repeated Addition  |
| 3.3.2 | Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.   | -Dividing Whole Numbers       | - Divide When the Group Size, But Not Number of Groups, is Known<br>- Divide Using Equal Groups  |
| 3.3.3 | Justify the inverse relationship between multiplication and division.  | -Properties of Multiplication | - Use the Associative Property of Multiplication<br>- Use Commutative Property<br>- Use the Distributive Property to Solve Multiplication Problems |
| 3.3.4 | Create and describe pattern rules with $x$ and $y$ value of zero that generate patterns by multiplying or dividing by a constant to get the next term.                               |                               |  |

| MN Code   | Minnesota Standard   | Quest Title                      | Small Group Skill Lessons  |
|---|--|----------------------------------|--|
| <b>4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.</b> |  |                                  |  |
| 3.4.1   | Determine if numerical equations and numerical expressions of whole numbers up to 100,000, using place value and properties of mathematics, are true or false and find the missing value in an open number sentences without carrying out the calculation. | -Multiplying Whole Numbers       | <ul style="list-style-type: none"> <li>- Use Arrays to Solve Multiplication Problems</li> <li>- Multiply Using Repeated Addition</li> </ul>  |
| 3.4.2   | Find a missing value in an up to three-digit whole number addition and subtraction expressions without carrying out the calculation; determine if an equation is true or false and justify your reasoning.   |                                  |  |
| 3.4.3   | Represent addition and subtraction numerical expressions and numerical equations up to three-digit whole numbers in a variety of ways, using place value, the properties of algebra and the four operations.   | -Multiply, Divide: Word Problems | - Solve Word Problems Involving Equal Groups   |
| 3.4.4   | Find a missing value in multiplication and division numerical expressions within 100 without carrying out the calculation; determine if a numerical equation is true or false and justify your reasoning.  | -Unknown Number Equations        |  |
| 3.4.5   | Use properties of algebra and the relationship between addition/subtraction and multiplication/division to write equations that support understanding of basic facts with true/false and open number equations.  | -Properties of Multiplication    | <ul style="list-style-type: none"> <li>- Use the Associative Property of Multiplication</li> <li>- Use the Commutative Property</li> <li>- Use the Distributive Property to Solve Multiplication Problems</li> </ul> |
| 3.4.6   | Decompose and compose fractions and fractions greater than one with expressions and equations using addition and subtraction. Use these numerical expressions and numerical equations to compare fractions that are halves, fourths and eighths.           | -Comparing Fractions             | - Compare Fractions Using Visual Models  |
| 3.4.7   | Write true/false numerical equations and numerical equivalent numerical expressions in a variety of ways, using addition, subtraction and multiplication to expand and simplify problems.  |                                  |  |

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| 3.4.8   | Make conjectures and justifications about multiplication and division involving zero and one with true/false and open number equations.                        | -Properties of Multiplication<br>-Division as an Unknown Factor | - Use the Associative Property of Multiplication<br>- Use Commutative Property<br>- Use the Distributive Property to Solve Multiplication Problems |
| 3.4.9   | Make conjectures and justifications using the commutative and associative properties of addition and multiplication with true/false and open number equations. | -Area of Rectangles   | - Use Formulas and Multiplication to Find the Area of a Rectangle<br>- Find the Area of a Rectangle  |

**5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

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| 3.5.1 | Create, describe and apply single-operation input-output rules involving addition, subtraction and multiplication to solve problems in various contexts.  |                         |  |
| 3.5.2 | Identify arithmetic patterns and explain them using properties of operations. For example, observe that four times a number is always even and explain why four times a number can be decomposed into two equal addends.                      |                         |  |
| 3.5.3 | Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess reasonableness of answers using mental computation/estimation strategies (rounding). | -Two-Step Word Problems | - Solve Two-Step Word Problems Using the Four Operations |

**6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.**

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| 3.6.1 | Measure to nearest half units when measuring distances. |  |  |
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| 3.6.2   | Compare and contrast the relative sizes of measurement units within one system (inches and feet, centimeters and meters, grams and kilogram, ounces and pounds) |                             |   |
| 3.6.3   | Calculate perimeter of a polygon with whole-number side lengths by adding the lengths of the sides or measuring the distance around using a ruler.              | -Perimeter of Polygons      |   |
| 3.6.4   | Represent fractions as lengths from 0 on a number line diagram with equally spaced points corresponding to the fraction.  | -Fractions on a Number Line | - Label Fractions on a Number Line<br>- Identify Fractions on a Number Line |

**7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

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| 3.7.1 | Identify parallel and perpendicular lines in various contexts, including right triangles.  |  |  |
| 3.7.2 | Describe and classify rectangles, parallelograms, trapezoids, including parallel and perpendicular lines and right angles.   |  |  |
| 3.7.3 | Identify regular and non-regular polygons with a given number of sides or vertices (corners), including triangles, quadrilaterals, pentagons, hexagons and octagons. |  |  |

**8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.**

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| 3.8.1 | Describe various 3D shapes using four different color cubes up to five cubes.  |  |  |
| 3.8.2 | Sketch front, top and side views of 3D shapes.   |  |  |
| 3.8.3 | Visualize and sketch regular and non-regular polygons with a given number of sides or vertices (corners), including triangles, quadrilaterals, pentagons, hexagons and octagons. |  |  |
| 3.8.4 | Visualize and model relative size of quantities up to 100,000 using number lines and other tools, using 1, 10, 100, 1,000, 10,000 and 100,000.                                   |  |  |

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| 3.8.5   | Visualize and model multiplication as equal groups.  | -Getting Started with Fractions  | - Recognize Visual Representations of Fractions<br>- Identify Equal Parts to Make Fractions   |
| 3.8.6   | Use models, including number lines, to visualize unit fractions up to tenths.  | -Fractions on a Number Line  | - Label and Identify Fractions on a Number Line   |
| 3.8.7   | Sketch halves, fourths and eighths on number lines, circles and rectangles.  | -Fractions on a Number Line  | - Label and Identify Fractions on a Number Line   |
| 3.8.8   | Create number line to represent fractions, show equivalence; represent numbers as fractions.   | -Fractions on a Number Line  | - Label and Identify Fractions on a Number Line   |
| 3.8.9   | Use models to visualize, order and compare fractions, using informal strategies like common numerator, common denominator, benchmarks and residual thinking. | -Identifying Equivalent Fractions<br>-Generating Equivalent Fractions<br>-Whole Numbers as Fractions<br>-Compare Fractions | - Identify Equivalent Fraction Using Visual Models<br>- Use a Number Line to Identify Equivalent Fractions<br>- Compare Fractions Using Visual Models |

## 9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.

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| 3.9.1 | Notice and wonder about datarich situations or given data sets to ask statistical questions that can be answered with data, teacher assistance, keeping type of data needed in mind.  |                               |   |
| 3.9.2 | Understand what counts as data and a data set and that there are different data types.  |                               |   |
| 3.9.3 | Select, design and conduct data collection using an appropriate method to answer a statistical question and support a claim, including measurement data; and organize data to analyze using various tools and taking into account missing or incomplete data. | -Represent and Interpret Data | - Solve One and Two Step Comparative Problems about Picto-/Bar Graphs<br>- Create Bar Graphs with a Scale Larger Than 1 to Represent Data |
| 3.9.4 | When using given data, including data from Dakota, Anishinaabe Tribal Nations, other communities, analyze where the data came from, who collected it, its purpose and what and whose perspective may be missing.  |                               |   |

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| 3.9.5   | Make predictions and recognize that the accuracy of predictions depends on many things, e.g. how much data they have and how accurate it is.   |                            |  |
| 3.9.6   | Create and critically analyze data visualizations, including but not limited to frequency tables, bar graphs, picture graphs and number line plots having a variety of scale and solve problems. | -Number and Shape Patterns | - Identify the Rule and/or Missing Number in a Pattern |
| 3.9.7   | Make a data report creatively, e.g a poster, video, in writing, to answer statistical questions, including any changes that could be made and next steps.  |                            |  |
| 3.9.8   | Understand how different representations can highlight different aspects of data and that all arguments, including cause-and-effect relationships, should be supported by the data and analyses. |                            |  |

**10. Chance and Uncertainty: Apply and explain the concepts of probability to interpret data and make informed decisions to solve mathematical and real-world problems.**

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| 3.10.1 | Describe outcomes of events as impossible, certain, probable, not probable, likely, unlikely/equally likely. |  |  |
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**11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

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| 3.11.1 | Create a plan for short term and long term saving based on individual/group goals.   |              |   |
| 3.11.2 | Identify the costs and benefits of planned and unplanned spending decisions.   |              |   |
| 3.11.3 | Use addition and subtraction with whole numbers within 100 to calculate change up to one dollar in several different ways, using \$/¢ symbols appropriately. | -Coin Values | - Identify Coin Values<br>- Solve Problems Using Coins and Their Values |

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| <b>Reading - R1: Foundations of Reading; Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b>   |  |             |                           |
| 4.1.1.1   | Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Anglo Saxon) to decode and comprehend unfamiliar multisyllabic words in and out of context.   |             |                           |
| 4.1.1.2   | Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.  |             |                           |
| <b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b> |  |             |                           |
| 4.1.2.1   | Read independently and monitor understanding of grade-level text; self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support. |             |                           |
| 4.1.2.2   | Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.   |             |                           |
| 4.1.2.3   | Locate, select, and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections.  |             |                           |
| <b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b>  |  |             |                           |
| 4.1.3.1   | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.  |             |                           |

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| <b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b> |   |   |   |
| 4.1.4.1  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.                      | -Inferences Using Evidence<br>-Inferences and Conclusions | - Make an Inference about a Story<br>- Use Evidence From a Text to Answer Questions<br>- Make Inferences About a Text   |
| 4.1.4.2  | Determine a theme or central idea of a story, drama, or poem from details in the text.  | -Summarize a Text's Main Idea<br>-Main Ideas and Details  | - Use Key Details From the Text to Summarize\<br>- Identify Theme of a Poem<br>- Use Details to Find the Main Idea of an Informational Text<br>- Find the Main Idea and Supporting Details in an Informational Text |
| 4.1.4.3  | Describe a literary element in detail, drawing on specific details from literary text.  | -Describing Characters                                    | - Describe a Character, Setting, or Event   |
| 4.1.4.4  | Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.                                     | -Science Texts: Events and Steps                          | - Identify the Cause and Effect in a Text<br>- Identify Cause and Effect Text Structure   |
| <b>Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>    |   |   |   |
| 4.1.5.1  | Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view).                         | -Different Points of View<br>-Poems, Drama, Prose         | - Identify the Point of View of a Story<br>- Identify the Parts of a Drama<br>- Identify the Structure of a Poem  |
| 4.1.5.2  | Describe the informational text structure (including, but not limited to sequence and chronology) of events, ideas, concepts, or information in a text or part of a text. | -Describing Text Structure                                | - Describe the Structure of a Text<br>- Answer Questions about Cause and Effect Text Structure  |

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| 4.1.5.3   | Interpret the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts. | -Compare a Story and Visuals<br>-Graphics to Understand a Text | - Analyze and Interpret the Visuals in a Text                         |
| <b>Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b> |   |  |   |
| 4.1.6.1   | Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters.  | -Compare and Contrast Themes                                   |   |
| 4.1.6.2   | Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose.   | -Compare and Contrast Themes                                   |   |
| 4.1.6.3   | Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy).  |  |   |
| <b>Reading - R7: Evaluate arguments and specific claims from complex informational texts.</b>   |   |  |   |
| 4.1.7.1   | Explain how an author uses reasoning and evidence to support an argument.   | -Developing Arguments  |   |
| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>  |   |  |   |
| 4.1.8.1   | Distinguish literal from figurative language in stories, poems, or songs.   | -Meaning of Words and Phrases                                  | - Use Context Clues to Determine the Meaning of Unknown Words/Phrases |
| 4.1.8.2   | Demonstrate understanding of word origins (morphology/etymology) in academic vocabulary.  |  |   |

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| <b>Reading - R9: Media Literacy in Reading; Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b> |  |                                      |   |
| 4.1.9.1  | Collect information from a variety of sources in different formats on a topic of personal interest/academic focus.   | -Be an Expert:<br>Use Multiple Texts |   |
| 4.1.9.2  | Question and assess validity and credibility of information, related to task and purpose.  | -Graphics to Understand a Text       | - Analyze/Interpret the Visuals in a Text |
| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>   |  |                                      |   |
| 4.2.1.1  | Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing.      |                                      |   |
| 4.2.1.2  | Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.   |                                      |   |
| 4.2.1.3  | Demonstrate subject-verb and pronoun-antecedent agreement in simple, compound, and complex sentences, authentically in writing.                            |                                      |   |
| <b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>   |  |                                      |   |
| 4.2.2.1  | Write routinely for a range of tasks, purposes, audiences.   |                                      |   |
| 4.2.2.2  | Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text. |                                      |   |
| <b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>  |  |                                      |   |
| 4.2.3.1  | Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.   |                                      |   |
| 4.2.3.2  | Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.  |                                      |   |
| <b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>                           |  |                                      |   |
| 4.2.4.1  | Write to argue, including an introduction and conclusion, building on skills from previous years.  |                                      |   |

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| 4.2.4.2  | Write to persuade, including an introduction and conclusion, building on skills from previous years.  |             |                           |
| <b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>                 |   |             |                           |
| 4.2.5.1  | Write to inform or explain, organizing and presenting ideas clearly, using a variety of text structures, and including an introduction and conclusion, building on skills from previous years.            |             |                           |
| 4.2.5.1.a  | Use precise, domain-specific vocabulary.  |             |                           |
| 4.2.5.2  | Write to respond to the conclusion of a literary text.  |             |                           |
| <b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b>   |   |             |                           |
| 4.2.6.1  | Write to create, developing literary elements, including character, setting, conflict, and resolution with detail in a variety of literary forms. (e.g., poetry, stories, plays).                         |             |                           |
| 4.2.6.2  | Describe sensory detail, in written narratives, poetry, or other creative text.   |             |                           |
| <b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>  |   |             |                           |
| 4.2.7.1  | Ask relevant questions to guide inquiry.  |             |                           |
| 4.2.7.2  | Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing. |             |                           |
| <b>Writing - W8: Media Literacy in Writing; Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b> |   |             |                           |
| 4.2.8.1  | Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.  |             |                           |

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| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b></p> |  |             |                           |
| 4.3.1.1   | Exchange ideas in storytelling, discussion, collaboration, intentionally including and considering voices/perspectives of Dakota and Anishinaabe people and other perspectives.  |             |                           |
| 4.3.1.1.a   | Help create and follow agreed-upon norms for a discussion, respectful of culture.  |             |                           |
| 4.3.1.1.b   | Participate as a speaker and listener, highlighting commonalities and differences in views shared by others.   |             |                           |
| 4.3.1.1.c   | Express one's own ideas, stories, and experiences, linking to comments of others.  |             |                           |
| 4.3.1.1.d   | Negotiate/compromise to support productive exchange.   |             |                           |
| 4.3.1.1.e   | Identify and work toward a shared goal.  |             |                           |
| 4.3.1.2   | Ask and answer questions to clarify or follow up on viewpoints of others in a discussion.  |             |                           |
| 4.3.1.3   | Receive/act on feedback from others, self-reflect, provide constructive feedback on peers' work in various ways.   |             |                           |
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience/context.</b></p>  |  |             |                           |
| 4.3.2.1   | Use vocabulary, language, structure, to convey ideas precisely, in communicating with others in social and academic situations.  |             |                           |
| <p><b>Listening, Speaking, Viewing, Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully/safely access, analyze, create written, oral, digital content, applicable to task, purpose, audience, and discipline.</b></p>  |  |             |                           |
| 4.3.3.1   | Create written, oral, and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles. |             |                           |
| 4.3.3.2   | Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of digital footprint.  |             |                           |

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|---|--|----------------------------------|--|
| <b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b> |  |                                  |  |
| 4.1.1   | Read and write whole numbers from zero to 1,000,000 using base-ten numerals, number names and expanded form.   | -Write and Compare Large Numbers | <ul style="list-style-type: none"> <li>- Compare Large Numbers Using a Place Value Chart</li> <li>- Write Large Numbers in Expanded Form</li> <li>- Use Symbols to Compare Large Numbers</li> </ul>    |
| 4.1.2   | Use place value to describe whole numbers from zero 1,000,000 in terms of millions, hundred thousands, ten thousands, thousands, hundreds, tens and ones. Use place value understanding to round whole numbers to the nearest 10, 100, 1,000, 10,000 and 100000.   | -Round Multi-Digit Whole Numbers | <ul style="list-style-type: none"> <li>- Round Multi-Digit Whole Numbers</li> </ul>  |
| 4.1.3   | Compare and order whole numbers from zero to 1,000,000 based on meanings of the digits in each place.  | -Write and Compare Large Numbers | <ul style="list-style-type: none"> <li>- Compare Large Numbers Using a Place Value Chart</li> <li>- Write Large Numbers in Expanded Form</li> <li>- Use Symbols to Compare Large Numbers</li> </ul>    |
| 4.1.4   | Estimate sums and differences within 1,000,000, using strategies based on place value, approximation, properties of operations and/or the relationship between addition and subtraction to assess the reasonableness of results. Use the inverse relationship between addition and subtraction and estimates to justify solutions. |                                  |  |
| 4.1.5   | Flexibly decompose numbers to efficiently multiply whole numbers up to four digits by a one-digit and multiply two two-digit numbers. Justify the calculation by using equations, rectangular arrays and/or area models.   | -Multiply Multi-Digit Numbers    | <ul style="list-style-type: none"> <li>- Multiply 3-Digit Numbers by 1-Digit Numbers</li> <li>- Use Partial Products to Multiply</li> <li>- Multiply Multi-Digit Numbers by 1-Digit Numbers</li> </ul> |

| MN Code | Minnesota Standard   | Quest Title  | Small Group Skill Lessons   |
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| 4.1.6   | Use the relationship between multiplication and division to divide whole numbers to the thousands place by one-digit divisors. Divide two-digit divisors that are multiples of 10 by whole numbers to the thousands place. Strategies may include mental strategies, partial quotients, the commutative, associative and distributive properties and repeated subtraction. | -Find Whole Number Quotients   | <ul style="list-style-type: none"> <li>- Use Partial Quotients to Divide</li> <li>- Use Visual Models to Divide</li> </ul>  |
| 4.1.7   | Write numerical equations to represent and solve multiplication and division word problems, including problems in which remainders must be interpreted.  | <ul style="list-style-type: none"> <li>-Multiplicative Comparisons</li> <li>-Multiply with Word Problems</li> <li>-Multi-Step Word Problems</li> </ul> | <ul style="list-style-type: none"> <li>- Learn About and Solve Multiplicative Comparisons</li> <li>- Solve Word Problems with Multiplicative Comparisons</li> <li>- Solve Multiplication Word Problems</li> <li>- Solve Multi-Step Word Problems</li> </ul> |
| 4.1.8   | Read, write, represent and plot on a number line fractional values between zero and three, including mixed numbers and fractions greater than one.   | -Fractional Line Plots   | - Solve Fractional Line Plot Word Problems  |
| 4.1.9   | Apply the concept of numerator and denominator to compare and order fractions between zero and three, using strategies like benchmarks, number lines and models.   | -Comparing Fractions   | <ul style="list-style-type: none"> <li>- Compare Fractions with Different Denominators</li> <li>- Compare Fractions Using a Common Denominator</li> <li>- Compare Fractions Using Visual Models</li> </ul>  |
| 4.1.10  | Read and write decimals with words and symbols; use place value and concrete connections to dollars and cents to describe decimals in terms of thousands, hundreds, tens, ones, tenths and hundredths.   |  |   |
| 4.1.11  | Compare and order decimal values to the hundredths using place value, a number line and models such as dimes, pennies, 10x10 grids and base 10 blocks. Use place value understanding to round decimals to the nearest whole unit and tenth.  |  |   |

| MN Code  | Minnesota Standard  | Quest Title                                 | Small Group Skill Lessons  |
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| 4.1.12   | Recognize the relationship between decimals and fractions. Read and write decimals and fractions in both decimal and fraction notations using words, symbols and expanded form; know the fraction and decimal equivalents half, one- and three- quarters.   | -Introducing Decimals                       | - Convert Decimals to Fractions and Fractions to Decimals  |
| <p><b>2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one’s solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.</b></p> |   |   |  |
| 4.2.1  | Justify why comparison of decimals to hundredths and whole numbers with emphasis on place value.  |   |  |
| 4.2.2  | Use an understanding of place value to multiply a number by 10, 100 and 1,000.  | -Multiply a Fraction and a Number           | - Use Strategies to Multiply a Fraction by a Whole Number  |
| 4.2.3  | Fluently add and subtract multi-digit whole numbers.  | -Add and Subtract Multi-Digit Whole Numbers | - Add Multi-Digit Whole Numbers Using the Standard Algorithm<br>- Use the Standard Algorithm to Subtract Large Numbers                   |
| 4.2.4  | Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Justify the calculation by using equations, rectangular arrays and/or area models.                                 | -Multiply Multi-Digit Numbers               | - Multiply 3-Digit Numbers by 1-Digit Numbers<br>- Use Partial Products to Multiply<br>- Multiply Multi-Digit Numbers by 1-Digit Numbers |
| 4.2.5  | Solve multi-step, real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, use of technology/context of the problem to assess reasonableness of results. |   |  |
| 4.2.6  | Use strategies/algorithms based on knowledge of place value, equality, properties of operations to divide multi-digit whole numbers by 1-digit divisor. Strategies may include mental strategies, partial quotients and commutative, associative and distributive properties.                           | -Multiply with Word Problems                | - Solve Word Problems with Multiplicative Comparisons<br>- Solve Multiplication Word Problems  |

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| 4.2.7   | Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators. | -Add and Subtract Fractions<br>-Add and Subtract Mixed Numbers | - Add and Subtract Fractions with Common Denominators<br>- Add Fractions with a Common Denominator<br>- Use Strategies to Add and Subtract Mixed Numbers  |
| <b>3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |  |  |   |
| 4.3.1   | Describe and demonstrate an understanding of simple multiplicative relationships by using comparative words like double, twice, two times, triple, three times and etc.                              |  |   |
| 4.3.2   | Determine all factor pairs for a whole number for products 1 to 100.   | -Prime and Composite Numbers<br>-Factors and Multiples         | - Identify Numbers 1 Through 100 as Prime or Composite<br>- Recognize Factors and Multiples for the Numbers 1 Through 100<br>- Determine Multiples for the Numbers 1 Through 100<br>- Find Factor Pairs for Numbers 1 Through 100 |
| 4.3.3   | Recognize that a whole number is a multiple of each of its factors.  | -Prime and Composite Numbers<br>-Factors and Multiples         | - Identify Numbers 1-100 as Prime or Composite<br>- Recognize Factors and Multiples for Numbers 1-100<br>- Determine Multiples for the Numbers 1 Through 100<br>- Find Factor Pairs for Numbers 1 Through 100                     |
| 4.3.4   | Estimate products and quotients of multi-digit whole numbers by using simple multiplicative relationships, approximation and place values to assess the reasonableness of results.                   | -Place Value and Division                                      | - Learn How Multiplying by Ten Relates to Place Value<br>- Understand the Value of Digits as Multiples of Tens<br>- Identify the Patterns Between Digits Using Place Value Knowledge  |

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| 4.3.5   | Compare and contrast pattern rules that are additive and multiplicative.   |                               |  |
| 4.3.6   | Use equivalent fractions models, such as partitioning or on a number line, to compare/order fractions, $>$ , $=$ or $<$ .  |                               |  |
| <b>4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.</b> |  |                               |  |
| 4.4.1   | Determine if numerical equations and numerical expressions of whole numbers and decimals to hundredths, using place value, properties of mathematics and the four operations, are true or false and find the missing value in an open number sentences without carrying out the calculation.                     |                               |  |
| 4.4.2   | Represent multiplication up to two-digit by two-digit expressions and equations in a variety of ways, using place value, the properties of algebra and the four operations.  | -Multiplicative Comparisons   | <ul style="list-style-type: none"> <li>- Learn About Multiplicative Comparisons</li> <li>- Solve Multiplicative Comparisons</li> </ul>   |
| 4.4.3   | Represent division expressions and equations of multi-digit whole numbers by one-digit divisor in a variety of ways, using place value, the properties of algebra and the four operations.   | -Explain Equivalent Fractions | - Represent Equivalent Fractions Using Visual Models   |
| 4.4.4   | Decompose and compose fractions to add and subtract fractions with like denominators and fractions greater than one with numerical expressions and numerical equations. Use these expressions and equations to compare fractions that are halves, thirds, fourths, fifths, sixths, eighths, tenths and twelfths. | -Comparing Fractions          | <ul style="list-style-type: none"> <li>- Compare Fractions with Different Denominators</li> <li>- Compare Fractions Using a Common Denominator</li> <li>- Compare Fractions Using Visual Models</li> </ul> |
| 4.4.5   | Represent problems as numerical expressions and numerical equations requiring addition, subtraction and multiplication of multi-digit whole numbers using properties of mathematics and the relationship between addition/subtraction and multiplication/division.   | -Add and Subtract Fractions   | <ul style="list-style-type: none"> <li>- Add and Subtract Fractions with Common Denominators</li> <li>- Add Fractions with a Common Denominator</li> </ul>   |
| 4.4.6   | Write true/false numerical equations and numerical equivalent expressions in a variety of ways, using all four operations, to expand and simplify problems.  | -Order of Operations          | - Solve Problems Using Order of Operations   |
| 4.4.7   | Make conjectures and justifications about properties of operations, using the properties of algebra.   | -Order of Operations          | - Solve Problems Using Order of Operations   |

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| <b>5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b>        |  |                            |  |
| 4.5.1   | Create and use input-output rules involving addition, subtraction, multiplication and division to solve problems in various contexts, using input/output tables where x and y values may not be zero.  | -Understand Patterns       | - Complete a Function Table Based on an Identified Pattern   |
| 4.5.2   | Use words to write a rule for multiplicative patterns to solve word problems. Distinguishing multiplicative comparison from additive comparison, using a variety of strategies including, tables, drawings and algebraic equations with a symbol for the unknown number, to represent the problem.   | -Words to Numbers          | <ul style="list-style-type: none"> <li>- Write Expressions Using Words and Symbols</li> <li>- Write Expressions to Represent Different Situations</li> </ul> |
| 4.5.3   | Generate a number or shape pattern that follows a given descriptive rule where x and y values may not be zero. Identify and explain informally apparent features of the pattern that were not explicit in the rule itself.   | -Number and Shape Patterns | - Identify the Rule and/or Missing Number in a Pattern   |
| 4.5.4   | Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess reasonableness of answers using mental computation and estimation strategies including rounding. | -Multistep Word Problems   | - Solve Multi-step Word Problems   |
| <b>6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.</b> |  |                            |  |
| 4.6.1   | Measure angles with a protractor.  | -Measuring Angles          |  |
| 4.6.2   | Classify angles as acute, right and obtuse.  | -Additive Angles           |  |

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| 4.6.3   | Understand that the area of a two-dimensional rectangular figure can be found by counting the total number of same size square units that cover a shape without gaps or overlaps. Use square units to label area measurements. | -Area of Rectangles | - Use Formulas and Multiplication to Find the Area of a Rectangle<br>- Find the Area of a Rectangle |
| 4.6.4   | Compare and contrast perimeter and area.   | -Area and Perimeter | - Use Formulas to Find the Area and Perimeter of a Rectangle  |
| 4.6.5   | Justify why the area of a rectangle is $A=bh$ or $A=lw$ . Use square units to label area measurements.   | -Area of Rectangles | - Use Formulas and Multiplication to Find the Area of a Rectangle                                   |
| 4.6.6   | Find the areas of geometric figures that can be decomposed into rectangular shapes. Use square units to label area measurements.   |                     |   |

**7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

|       |  |                             |  |
|-------|--|-----------------------------|--|
| 4.7.1 | Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures.  |                             |  |
| 4.7.2 | Describe and classify triangles, including, right, obtuse and acute triangles. Identify that triangles can be sorted by both side lengths and angle size. Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. |                             |  |
| 4.7.3 | Describe and classify quadrilaterals in a hierarchy, including squares, rectangles, trapezoids, rhombuses, parallelograms and kites. Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category.                      | -Classifying Quadrilaterals |  |

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| <b>8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.</b> |  |                             |  |
| 4.8.1   | Describe various 3D shapes using four different color cubes up to 10 cubes.  | -Concepts of Volume         | - Use Formulas and Strategies to Find the Volume of a Rectangular Prism        |
| 4.8.2   | Sketch front, top and side views of 3D shapes of more complex shapes.  |                             |  |
| 4.8.3   | Determine the number of cubes in a 3D object where not all cubes are visible.  | -Concepts of Volume         | - Use Formulas and Strategies to Find the Volume of a Rectangular Prism        |
| 4.8.4   | Visualize, describe and sketch with a straight edge, protractor and/or technology, quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms and kites. |                             |  |
| 4.8.5   | Describe and sketch triangles, including equilateral, right, obtuse and acute triangles.   |                             |  |
| 4.8.6   | Draw and recognize the nets of cubes.  |                             |  |
| 4.8.7   | Use the concept of orientation to apply translations, rotations 90 degrees clockwise and counterclockwise and reflections.   |                             |  |
| 4.8.8   | Visualize and model relative size of quantities up to 1,000,000 using number lines and other tools, using 1, 10, 100, 1,000, 10,000, 100,000 and 1 million.                        | -Fractional Line Plots      | - Solve Fractional Line Plot Word Problems                                     |
| 4.8.9   | Visualize and represent multiplication as a comparison up to 10x10.  | -Multiplicative Comparisons | - Learn About Multiplicative Comparisons<br>- Solve Multiplicative Comparisons |
| 4.8.10  | Sketch halves, thirds, fourths, fifths, sixths, eighths, tenths and twelfths on number lines, circles and rectangles.  | -Fractional Line Plots      | - Solve Fractional Line Plot Word Problems                                     |
| 4.8.11  | Use mental images to estimate sums and differences of fractions.   |                             |  |

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| 4.8.12  | Visualize and sketch decimals in tenths and hundredths on number lines and 10x10 grids.   | -Find Whole Number Quotients      | - Solve Division Problems Using the Standard Algorithm<br>- Solve Division Problems Using an Area Model |
| <b>9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.</b> |   |                                   |   |
| 4.9.1   | Notice and wonder about datarich situations or given data sets to ask statistical questions that can be answered with data, with teacher assistance, keeping the type of data needed in mind.   |                                   |   |
| 4.9.2   | Understand what counts as data and a data set and that there are different data types.  | -Center, Spread and Shape         |   |
| 4.9.3   | Select, design and conduct a data collection using an appropriate method to answer a statistical question and support a claim, including data collected over a period of time and measurement data; clean and organize data to analyze variability, taking into account missing or incomplete data. | -Fractional Line Plots            | - Solve Fractional Line Plot Word Problems  |
| 4.9.4   | When using given data, including data from Dakota and Anishinaabe Tribal Nations and other communities, select the appropriate variable to answer the statistical question, analyzing where the data came from, who collected it, its purpose and what and whose perspective may be missing.        |                                   |   |
| 4.9.5   | Discuss the meaning and types of variables when clustering or regrouping data (limited to two variables).   | -Introduction to Statistics       |   |
| 4.9.6   | Make predictions and recognize that the reliability and accuracy of predictions depend on many things, e.g. how much data they have and how accurate it is.   |                                   |   |
| 4.9.7   | Create and critically analyze data visualizations, including but not limited to tables, bar graphs, timelines, line plots and spreadsheets to support a claim and solve problems.   | -Measures of Center and Variation |   |

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| 4.9.8   | Make a data report creatively, e.g., a poster, video, in writing, to answer statistical questions, including whether the results apply to other groups, any changes that could be made and next steps.    |                               |                           |
| 4.9.9   | Understand how different representations can highlight different aspects of data and that all arguments, including cause and effect relationships should be supported by the data and analyses.           |                               |                           |
| <b>10. Chance and Uncertainty: Apply and explain the concepts of probability to interpret data and make informed decisions to solve mathematical and real-world problems.</b>   |   |                               |                           |
| 4.10.1  | Classify probability events involving dice, coins, spinners with equal and unequal partitionings and blocks in a bag as impossible, certain, probable, not probable, likely, unlikely and equally likely. |                               |                           |
| 4.10.2  | Use a number line to connect the values of 0 to impossible and 1 to certain. Informally explore likely, unlikely and equally likely using a number line.  |                               |                           |
| <b>11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |   |                               |                           |
| 4.11.1  | Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest.                               |                               |                           |
| 4.11.2  | Identify decisions involving income, spending, saving, credit and charitable giving.  |                               |                           |
| 4.11.3  | Describe the basic purpose of financial institutions, including keeping money safe, borrowing money and lending.  |                               |                           |
| 4.11.4  | Make change up to \$20 dollar, using place values, using \$ and ¢ symbols appropriately.  | -Measurement<br>Word Problems |                           |

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| <b>Reading - R1: Foundations of Reading; Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b>   |   |             |                           |
| 5.1.1.1   | Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (French and Latin) to decode and comprehend unfamiliar multisyllabic words in and out of context. |             |                           |
| 5.1.1.2   | Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.   |             |                           |
| <b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b> |   |             |                           |
| 5.1.2.1   | Read independently and monitor understanding of grade-level text; self-correct as needed, independently using strategies including, but not limited to, making inferences, connecting text to background knowledge.   |             |                           |
| 5.1.2.2   | Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.  |             |                           |
| 5.1.2.3   | Locate, select and read texts representing various perspectives and identities like and unlike their own, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews).  |             |                           |
| <b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b>  |   |             |                           |
| 5.1.3.1   | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.   |             |                           |

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| <b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b> |   |   |  |
| 5.1.4.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.                             | -Explicit Meaning and Inferences<br>-Quotes and Direct Evidence                     | - Make Inferences<br>- Make Inferences Using Text Evidence<br>- Use Quotes to Support Inferences about a Text  |
| 5.1.4.2  | Determine a theme or central idea of a text and how it is developed or conveyed through specific details.   | -Identify Theme Through Characters<br>-Summarizing a Text<br>-Main Idea and Details | - Identify What Should Be Included in a Summary of a Fictional Text<br>- Use Key Details in a Text to Summarize the Story<br>- Identify the Theme of a Poem and Story<br>- Use Details to Find Two or More Main Ideas in an Informational Text |
| 5.1.4.3  | Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary text.                       | -Comparing Story Elements   | - Compare and Contrast Elements in a Story   |
| 5.1.4.4  | Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.                                    | -Explain Two Related Ideas  | - Explain How Two Ideas are Related  |
| <b>Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>    |   |   |  |
| 5.1.5.1  | Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a literary text.  | -Relating Pieces to the Whole   | - Make Connections Between Stanzas in a Poem   |
| 5.1.5.2  | Identify the effects of the various informational text structures (including, but not limited to, sequence, chronology, and description) on a text or part of a text. | -Comparing Text Structure   | - Identify the Structure of a Text   |
| 5.1.5.3  | Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding in text.       | -Enhance Meaning with Multimedia<br>-Enhance Tone with Multimedia                   |  |

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| <b>Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b> |   |  |   |
| 5.1.6.1   | Compare and contrast a firsthand and secondhand account, including those by Dakota and Anishinaabe authors, of the same event or topic; describe the differences in focus and the information provided. | -Narrator's Point of View<br>-Compare and Contrast Views<br>-Comparing Similar Texts | - Identify the Point of View of a Story                               |
| 5.1.6.2   | Compare texts published in different time periods related to influences on meaning, content, or style.  |  |   |
| 5.1.6.3   | Analyze a text's placement on a continuum of fact to fiction, citing evidence.  |  |   |
| <b>Reading - R7: Evaluate arguments and specific claims from complex informational texts.</b>   |   |  |   |
| 5.1.7.1   | Identify an author's argument/how perspective and bias influence choices regarding evidence.  |  |   |
| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>  |   |  |   |
| 5.1.8.1   | Demonstrate understanding of word relationships and nuances (e.g., connotative and denotative) in word meanings in stories, poems, or songs.  | -Unknown Words and Phrases   | - Use Context Clues to Determine the Meaning of Unknown Words/Phrases |
| 5.1.8.2   | Interpret words and phrases in academic, technical, and domain-specific vocabulary.   |  |   |
| <b>Reading - R9: Media Literacy in Reading; Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>  |   |  |   |
| 5.1.9.1   | Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts).  | -Integrate Information   |   |
| 5.1.9.2   | Evaluate sources based on validity and credibility of information, related to task and purpose.   | -Using Text Features   | - Use Text Features to Answer Questions About a Text                  |

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| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>                     |  |             |                           |
| 5.2.1.1  | Use correct punctuation (including semicolons and colons), spelling, capitalization, and grammar, authentically in writing.  |             |                           |
| 5.2.1.2  | Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.  |             |                           |
| 5.2.1.3  | Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years. |             |                           |
| <b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>                             |  |             |                           |
| 5.2.2.1  | Write routinely for a range of tasks, purposes, audiences. (e.g., personal interest, enjoyment, academic tasks)  |             |                           |
| 5.2.2.2  | Write to reflect how personal identity has developed over time.  |             |                           |
| <b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>                          |  |             |                           |
| 5.2.3.1  | Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, publish.  |             |                           |
| 5.2.3.2  | Use words, phrases, punctuation, sentences to convey ideas precisely, appropriate to intended audience and context.  |             |                           |
| <b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b> |  |             |                           |
| 5.2.4.1  | Write to argue, situating argument in an explanation of a broad topic, building on skills from previous years.   |             |                           |
| 5.2.4.2  | Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years.   |             |                           |

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| <b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>                 |   |             |                           |
| 5.2.5.1  | Write to inform or explain, developing subtopics and grouping related information logically in chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years. |             |                           |
| 5.2.5.1.a  | Use precise, domain-specific vocabulary.  |             |                           |
| 5.2.5.2  | Write to respond to the style, tone, and plot of a literary text. (e.g., writing personal reactions, analysis, and interpretation of text)  |             |                           |
| <b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b>   |   |             |                           |
| 5.2.6.1  | Write to create, using basic literary techniques including figurative language, hyperbole, and personification to impact style, tone, and plot in various literary forms. (e.g., poetry, stories, plays)  |             |                           |
| 5.2.6.2  | Use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text. (e.g., chapters, stanzas, scenes)  |             |                           |
| <b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.=</b>   |   |             |                           |
| 5.2.7.1  | Formulate questions independently and in collaboration with peers to guide inquiry.   |             |                           |
| 5.2.7.2  | Plan and conduct independent research using sources to build and share knowledge of a topic, and share findings in writing.   |             |                           |
| <b>Writing - W8: Media Literacy in Writing; Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b> |   |             |                           |
| 5.2.8.1  | Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons).   |             |                           |

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| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b> |   |             |                           |
| 5.3.1.1  | Exchange ideas in storytelling, discussion, and collaboration, intentionally including/considering voices/perspectives of Dakota, Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion, respectful of culture. |             |                           |
| 5.3.1.1.a  | Participate as a speaker/listener, drawing conclusions based on information/understanding gained from listening to others.  |             |                           |
| 5.3.1.1.b  | Express ideas/stories/experiences, linking to comments.   |             |                           |
| 5.3.1.1.c  | Negotiate/compromise: support productive exchange of ideas.   |             |                           |
| 5.3.1.1.d  | Identify and work toward a shared goal.   |             |                           |
| 5.3.1.2  | Ask and respond to questions by making comments that demonstrate preparation for the discussion, contribute to the discussion, and elaborate on the comments of others.   |             |                           |
| 5.3.1.3  | Seek feedback from others, ask clarifying questions for understanding, and make decisions and adjustments.  |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience/context.</b>  |   |             |                           |
| 5.3.2.1  | Use vocabulary, language, structure, to communicate ideas precisely, recognizing situational differences.   |             |                           |
| <b>Listening, Speaking, Viewing, Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully/safely access, analyze, create written, oral, digital content, applicable to task, purpose, audience, and discipline.</b>  |   |             |                           |
| 5.3.3.1  | Report on a topic in an organized manner, including relevant and credible facts and descriptive details to support central ideas/themes, in variety of presentation styles, demonstrating understanding of ethical and safe communication practices.              |             |                           |
| 5.3.3.2  | Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of digital footprint.   |             |                           |

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|---|--|---|---|
| <b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b> |  |   |   |
| 5.1.1   | Write equations to represent and solve whole number multiplication up to two-digit by three digit factors and division with one or two-digit divisors; word problems involving equal groups, array, areas and multiplicative comparisons. Use the context of problem to accurately report quotients as whole number with a remainder, a fraction or a decimal. | -Multiply Multi-Digit Numbers<br>-Find Whole Number Quotients<br>-Solving Decimal Equations<br>-Round Decimals to Any Place | - Multiply Large Numbers Using an Area Model and Standard Algorithm<br>- Solve Division Problems Using Standard Algorithm<br>- Solve Division Problems Using an Area Model<br>- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations<br>- Divide Decimals Using Base Ten Models<br>- Round Decimals to Any Place Using a Number Line |
| 5.1.2   | Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology and the context of the problem to assess the reasonableness of results.  | -Multistep Word Problems  | - Solve Multi-step Word Problems  |
| 5.1.3   | Determine the relationship between decimals and fractions, using place values, number lines, models.   |   |   |
| 5.1.4   | Read, write, compare, order and generate equivalent values for decimals and fractions to the thousandths place in both decimal and fraction notations including expanded form; know the fraction and decimal equivalents for halves, thirds, fourths, fifths and tenths.   | -Read/Write Decimals: Thousandths<br>-Compare Decimals to Thousandths   | - Identify Expanded Form of Decimals to Thousandths<br>- Read Decimals to the Thousandths in Expanded Form<br>- Read and Write Decimals<br>- Compare Two Decimals   |

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| 5.1.5   | Solve multi-step word problems using addition and subtraction of decimals, fractions, fractions greater than 1, mixed numbers, including those involving measurement, geometry/data. Use various strategies, including the inverse relationships between operations and the context of the problem to assess the reasonableness of results. | -Word Problems: Basic Fractions        | - Solve Word Problems Involving the Addition and Subtraction of Fractions  |
| <b>2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one's solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.</b> |   |  |  |
| 5.2.1   | Justify why the comparison of decimals to thousandths whole numbers with an emphasis on place value and equality is true.   | -Compare Decimals to Thousandths       | - Compare Two Decimals   |
| 5.2.2   | Find 0.1 more than a number and 0.1 less, 0.01 more than a number and 0.01 less and 0.001 more than a number and 0.001 less than a number.  |  |  |
| 5.2.3   | Divide multi-digit numbers up to 2-digit divisor, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms. Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number or a decimal.                     | -Find Whole Number Quotients           | - Solve Division Problems Using the Standard Algorithm<br>- Solve Division Problems Using an Area Model          |
| 5.2.4   | Fluently multiply multi-digit whole numbers using the standard algorithm.   | -Multiplication Patterns and Exponents | - Multiply Numbers with Exponents  |
| 5.2.5   | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1.  | -Add and Subtract Fractions            | - Add Fractions with Unlike Denominators<br>- Use Visuals to Add and Subtract Fractions with Unlike Denominators |
| 5.2.6   | Add and subtract decimal numbers to thousandths place. Estimate sums and differences of decimals and fractions. Round decimal answers to the nearest tenth or hundredth.  | -Read/Write Decimals: Thousandths      | - Identify Expanded Form of Decimals to the Thousandths<br>- Read Decimals to the Thousandths                    |

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| <b>3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |   |   |   |
| 5.3.1   | Interpret multiplication as scaling by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.   |   |   |
| 5.3.2   | Use simple ratio tables with whole numbers to solve problems, using additive and multiplicative reasoning.  |   |   |
| 5.3.3   | Explain why a fraction $a/b$ is equivalent to $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. |   |   |
| <b>4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.</b>   |   |   |   |
| 5.4.1   | Determine if numerical equations and numerical expressions of positive rational numbers, including decimals to the thousandths, are true or false and find the missing value in an open number sentence without carrying out the calculation.   | -Read/Write Decimals: Thousandths<br>-Compare Decimals to Thousandths | - Identify the Expanded Form of Decimals to the Thousandths<br>- Read Decimals to the Thousandths in Expanded Form<br>- Read/Write Decimals<br>- Compare Decimals |
| 5.4.2   | Represent division with at most a two-digit divisor numerical expressions and numerical equations in a variety of ways, using place value, the properties of algebra and the four operations.   | -Word Problems: Divide Fractions<br>-Dividing Fractions and Numbers   | - Use Fractions to Solve Word Problems<br>- Turn Fractions into Division Problems<br>- Use Different Strategies to Divide Whole Numbers by Fractions              |

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| 5.4.3   | Decompose and compose to add and subtract decimals and fractions with numerical expressions and numerical equations. Use these numerical expressions and numerical equations to compare decimals and fractions.                       |                      |  |
| 5.4.4   | Find a missing value in fraction and decimal addition and subtraction numerical expressions without carrying out the calculation; determine if a numerical equation is true or false and justify your reasoning.                      |                      |  |
| 5.4.5   | Decompose and compose to show equivalence of positive rational numbers, using the four operations and the properties of algebra.  |                      |  |
| 5.4.6   | Make informal conjectures and justifications about numerical expressions involving parentheses and the four operations using the properties of operations, decomposition and composition to generate equivalent numerical expression. | -Words to Numbers    | - Write Expressions Using Words/Symbols<br>- Write Expressions to Represent Different Situations |
| 5.4.7   | Represent whole number problems requiring the four operations, using properties of algebra and the relationship between addition and subtraction and multiplication and division.   | -Order of Operations | - Solve Problems Using Order of Operations   |

**5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

|       |   |                               |  |
|-------|---|-------------------------------|--|
| 5.5.1 | Use a rule or table to represent ordered pairs of positive integers and graph these ordered pairs on a coordinate system, where $x$ and $y$ values may not be zero.   | -Define the Coordinate System | - Plot Ordered Pairs on the Coordinate System              |
| 5.5.2 | Generate two numerical patterns using two given rules. Identify/explain apparent relationships between patterns, using tables/ordered pairs on a coordinate system.   | -Understand Patterns          | - Complete a Function Table Based on an Identified Pattern |
| 5.5.3 | Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology and the context of the problem to assess the reasonableness of results. | -Multistep Word Problems      | - Solve Multi-step Word Problems                           |

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| 5.5.4   | Represent real-world and mathematical problems by graphing whole number and half 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  |
| <b>6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.</b> |   |   |  |
| 5.6.1   | Develop, justify and use formulas to determine the area of triangles, parallelograms/figures that can be decomposed into triangles/parallelograms.  | -Area/Perimeter<br>-Volume of Rectangular Prisms      | - Use Formulas to Find the Area and Perimeter of a Rectangle   |
| 5.6.2   | Use various tools and strategies to measure the surface area of rectangular prisms.   |   |  |
| 5.6.3   | Understand that the volume of a rectangular prism can be found by counting the total number of same-sized cubic units that fill a shape without gaps or overlaps. Use cubic units to label volume.  | -Concepts of Volume                                   | - Use Formulas and Strategies to Find Volume of a Rectangular Prism                                      |
| 5.6.4   | Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths or by multiplying the height by the area of the base. Use cubic units to label volume. | -Volume of Rectangular Prisms                         |  |
| 5.6.5   | Determine the appropriate unit for reporting the volume of a solid (using centimeters cubed/meters cubed or inches cubed/feet cubed) and volume of liquid using liters/milliliters.   | -Concepts of Volume<br>-Counting Units to Find Volume | - Use Formulas and Strategies to Find Volume of a Rectangular Prism<br>- Measure Volume Using Unit Cubes |
| 5.6.6   | Develop, justify and use the formulas $V = lwh$ and $V = Bh$ to determine the volume of rectangular prisms. Justify why $B$ is the area of the base.  | -Volume of Rectangular Prisms                         |  |
| 5.6.7   | Compare and contrast perimeter, area and volume and the units that represent each measurement. Determine and justify when to use each measurement.  | -Converting Measurements                              | - Convert Units of Metric Length   |

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| <p><b>7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b></p>       |  |  |   |
| 5.7.1  | Describe and classify the attributes (edges, faces and vertices) of cubes, prisms and pyramids by the number of edges, faces or vertices as well as the types of faces.  | -Graph Points on a Coordinate Plane<br>-Classifying Quadrilaterals | - Graph Real World Situations on a Coordinate Plane |
| <p><b>8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.</b></p> |  |  |   |
| 5.8.1  | Recognize and draw the net for prisms, pyramids, cylinders and cones.  |  |   |
| 5.8.2  | Graph points in the first quadrant on the coordinate plane to solve problems.  | -Graph Points on a Coordinate Plane                                | - Graph Real World Situations on a Coordinate Plane |
| 5.8.3  | Visualize and model the relative size and multiplicative relationship between places values from thousands to thousandths on a number line and other tools.  |  |   |
| 5.8.4  | Visualize and sketch decimals to thousandths on number lines and 10x10 grids.  |  |   |
| 5.8.5  | Draw the line of symmetry on any 2D figure.  |  |   |
| <p><b>9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.</b></p>   |  |  |   |
| 5.9.1  | Notice and wonder about datarich situations or given data sets to ask statistical questions and make predictions that can be answered with data, with teacher assistance, keeping the type of data needed in mind. |  |   |

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| 5.9.2   | Understand what counts as data and a data set and that there are different data types.   | -Center, Spread and Shape         |                           |
| 5.9.3   | Select, design and conduct a data collection using an appropriate method to answer a statistical question and support a claim, including measurement data; and clean and organize data to make interpreting easier; to analyze variability (range) and measures of center (mean and median), taking into account missing or incomplete data. |                                   |                           |
| 5.9.4   | When using given data, including data from Dakota and Anishinaabe tribal nations and other communities, select the appropriate variable to answer the statistical question, analyzing where the data came from, who collected it, its purpose and what and whose perspective may be missing.   |                                   |                           |
| 5.9.5   | Discuss the meaning and types of variables when clustering or regrouping data (using multiple variables).  | -Introduction to Statistics       |                           |
| 5.9.6   | Make predictions and recognize that the reliability and accuracy of predictions depend on many things, e.g. how much data they have and how accurate it is.  |                                   |                           |
| 5.9.7   | Create and critically analyze data visualizations using measures of center and spread, including but not limited to double-bar, line graphs and line plots to support a claim and solve problems.  | -Measures of Center and Variation |                           |
| 5.9.8   | Make a data report creatively, e.g., a poster, video, in writing, to answer statistical questions, including whether the results apply to other groups, any changes that could be made and next steps.   |                                   |                           |
| 5.9.9   | Understand how different representations can highlight different aspects of data but that all arguments, including cause-and-effect relationships, should be supported by the data and analyses; evaluate the merit of a conclusion from a data set.   |                                   |                           |

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| <b>10. Chance and Uncertainty: Apply and explain the concepts of probability to interpret data and make informed decisions to solve mathematical and real-world problems.</b>   |  |                        |                           |
| 5.10.1  | List outcomes from a probability experiment in a frequency table.  | -Displaying Data       |                           |
| 5.10.2  | Use the frequency table to make predictions. Place predictions on a number line from 0 to 1 using vocabulary from previous grades.                         | -Summarizing Data Sets |                           |
| <b>11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |  |                        |                           |
| 5.11.1  | Identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card and electronic payments.               |                        |                           |
| 5.11.2  | Compare and contrast different ways of paying and receiving payment for goods and services, e.g. debit cards.  |                        |                           |
| 5.11.3  | Explore examples of debt and manageability of debt and its long term impact, e.g. purpose, use, providers and types of credit, long term, short-term debt. |                        |                           |
| 5.11.4  | Create an individual or group budget based on wants and needs.   |                        |                           |

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|---|---|-------------|---------------------------|
| <b>Reading - R1: Foundations of Reading; Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b>   |   |             |                           |
| 6.1.1.1   | Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Greek) to decode and comprehend unfamiliar multisyllabic words in and out of context.  |             |                           |
| <b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b> |   |             |                           |
| 6.1.2.1   | Read independently and self-monitor understanding of grade-level text and annotate learning (i.e. underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to connecting to prior knowledge, using context clues, reading ahead and looking back. |             |                           |
| 6.1.2.2   | Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.  |             |                           |
| 6.1.2.3   | Locate, select, and read texts representing various perspectives and identities from dominant, non dominant, and marginalized social groups, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews).   |             |                           |
| <b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b>  |   |             |                           |
| 6.1.3.1   | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.   |             |                           |

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|--|---|---|---|
| <b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b> |   |   |   |
| 6.1.4.1  | Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.  | -Textual Evidence and Inferences  | <ul style="list-style-type: none"> <li>- Use Text Evidence to Make Inferences</li> <li>- Find Text Evidence</li> <li>- Use Evidence to Make Conclusions about Informational Texts</li> </ul>      |
| 6.1.4.2  | Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Introduction to Theme</li> <li>-Central Idea of a Text</li> </ul> | <ul style="list-style-type: none"> <li>- Use Key Details From the Text to Determine Theme or Main Idea of the Story</li> <li>- Use Key Details to Determine the Central Idea of a Text</li> </ul> |
| 6.1.4.3  | Analyze how a particular text plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.   | -Plot Development   | - Describe the Plot and How Characters Respond to It  |
| 6.1.4.4  | Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.   | -Development of an Idea or Event  |   |
| <b>Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>    |   |   |   |
| 6.1.5.1  | Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature 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   |
| 6.1.5.2  | Analyze how a given sentence, paragraph, or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas.        | -Text Structure   |   |
| 6.1.5.3  | Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts. | <ul style="list-style-type: none"> <li>-Author's Argument</li> <li>-Integrate Information</li> </ul>      | - Integrate Information to Understand a Text  |

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| <b>Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b> |   |  |  |
| 6.1.6.1   | Analyze multiple accounts by various cultures, including Dakota and Anishinaabe, of the same event or topic, noting important similarities and differences in the point of view they represent.                       | -Point of View<br>-Compare a Text with a Performance | - Analyze the Point of View of a Poem        |
| 6.1.6.2   | Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content, or style of the texts.  | -Compare and Contrast Genres                         |  |
| 6.1.6.3   | Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts/evidence from claims that are not.   | -Author's Argument                                   |  |
| <b>Reading - R7: Evaluate arguments and specific claims from complex informational texts.</b>   |   |  |  |
| 6.1.7.1   | Distinguish between relevant and irrelevant evidence to evaluate an author's argument.  | -Author's Argument                                   |  |
| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>  |   |  |  |
| 6.1.8.1   | Analyze the impact of a specific word choice, and rhythm or meter, on the meaning and tone of a story, poem, or song. (word choice analysis including, but not limited to, vocabulary, assonance, consonance, rhyme). |  |  |
| 6.1.8.2   | Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology); use of reference tools.   |  |  |
| <b>Reading - R9: Media Literacy in Reading; Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>  |   |  |  |
| 6.1.9.1   | Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.                                     | -Author's Argument<br>-Integrate Information         | - Integrate Information to Understand a Text |

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|--|---|--------------------|---------------------------|
| 6.1.9.2  | Evaluate perspective, credibility and relevancy of sources related to task and purpose.   | -Author's Argument |                           |
| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>                     |   |                    |                           |
| 6.2.1.1  | Use correct punctuation (including dashes, hyphens, and ellipses), spelling, capitalization, and grammar, authentically in writing.   |                    |                           |
| 6.2.1.2  | Apply spelling patterns and rules to spell words with Greek word origin, authentically in writing.  |                    |                           |
| 6.2.1.3  | Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.                          |                    |                           |
| <b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>                             |   |                    |                           |
| 6.2.2.1  | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.   |                    |                           |
| 6.2.2.2  | Write to reflect how personal perspective, identity, and voice have developed over time.  |                    |                           |
| <b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>                          |   |                    |                           |
| 6.2.3.1  | Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.  |                    |                           |
| 6.2.3.2  | Vary word choice, showing understanding of denotation and connotation, phrases, sentence structures as applicable to context, to convey ideas precisely/engage intended audience.         |                    |                           |
| <b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b> |   |                    |                           |
| 6.2.4.1  | Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.   |                    |                           |
| 6.2.4.2  | Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years. |                    |                           |

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| <p><b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b></p>                 |   |             |                           |
| 6.2.5.1   | Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. |             |                           |
| 6.2.5.1.a   | Use precise, domain-specific vocabulary.  |             |                           |
| 6.2.5.2   | Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text).   |             |                           |
| <p><b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b></p>   |   |             |                           |
| 6.2.6.1   | Write to create, portraying complexity in characters or self-expression in various literary forms.  |             |                           |
| 6.2.6.2   | Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.   |             |                           |
| <p><b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b></p>  |   |             |                           |
| 6.2.7.1   | Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.   |             |                           |
| 6.2.7.2   | Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.                                       |             |                           |
| <p><b>Writing - W8: Media Literacy in Writing; Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b></p> |   |             |                           |
| 6.2.8.1   | Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.  |             |                           |

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|---|--|-------------|---------------------------|
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b></p> |  |             |                           |
| 6.3.1.1   | Exchange ideas through storytelling, discussion, collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own.   |             |                           |
| 6.3.1.1.a   | Use tools to collaborate with others synchronously and asynchronously.   |             |                           |
| 6.3.1.1.b   | Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.  |             |                           |
| 6.3.1.2   | Ask/respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation.   |             |                           |
| 6.3.1.3   | Adapt speech, writing, or communications by utilizing constructive feedback from self and others.  |             |                           |
| <p><b>Listening, Speaking, Viewing, Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.</b></p>  |  |             |                           |
| 6.3.2.1   | Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.                              |             |                           |
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.</b></p>  |  |             |                           |
| 6.3.3.1   | Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices. |             |                           |
| 6.3.3.2   | Create and share, individually or in a collaborative group, an informative multimedia work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.             |             |                           |

| MN Code   | Minnesota Standard   | Quest Title  | Small Group Skill Lessons         |
|---|--|--|-----------------------------------|
| <b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b> |  |  |                                   |
| 6.1.1   | Use positive and negative numbers to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | -Positive and Negative Numbers                             |                                   |
| 6.1.2   | Locate positive and negative rational numbers on a number line and plot pairs of positive and negative rational numbers on a coordinate grid.  | -Opposites of Numbers                                      |                                   |
| 6.1.3   | Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ and that 0 is its own opposite.   | -Opposites of Numbers                                      |                                   |
| 6.1.4   | Interpret statements of inequality ( $<$ , $>$ , $=$ ) as statements about the relative position of two numbers, including positive and negative rational numbers, on a number line diagram.   |  |                                   |
| 6.1.5   | Factor whole numbers; express a whole number as a product of prime factors with exponents.   | -Common Multiples & Factors                                | - Find the Greatest Common Factor |
| 6.1.6   | Determine greatest common factors and least common multiples. Use common factors and common multiples to calculate with fractions and find equivalent fractions.   | -Common Multiples & Factors                                | - Find the Greatest Common Factor |
| 6.1.7   | Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.   | -Opposites of Numbers<br>-Graphing in the Coordinate Plane |                                   |
| 6.1.8   | Estimate solutions to problems with whole numbers, fractions and decimals and use the estimates to assess the reasonableness of results in the context of the problem.   | -Dividing Fractions  |                                   |

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| 6.1.9   | Analyze the change between the extremes of Minnesota's temperatures. |             |                           |

**2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one's solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.**

|       |   |                           |   |
|-------|---|---------------------------|---|
| 6.2.1 | Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, such as by using visual fraction models to represent the problem leading towards generalizable algorithms. | -Dividing Fractions       |   |
| 6.2.2 | Use the meanings of fractions, multiplication, division and the inverse relationship between multiplication/division to make sense of procedures for multiplying/dividing fractions.  | -Operations with Decimals | - Use the Standard Algorithm to Multiply Decimals |
| 6.2.3 | Multiply and divide decimals and fractions, using efficient and generalizable algorithms.   | -Operations with Decimals | - Use the Standard Algorithm to Multiply Decimals |
| 6.2.4 | Solve real-world and mathematical problems requiring arithmetic with decimals, fractions and mixed numbers explaining one's solution {CC2} pathway.   | -Dividing Fractions       |   |

**3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

|       |  |                             |                          |
|-------|--|-----------------------------|--------------------------|
| 6.3.1 | Identify and use ratios to compare quantities; understand that comparing quantities using ratios is not the same as comparing quantities using subtraction.  | -Introduction to Ratios     | - Complete a Ratio Table |
| 6.3.2 | Use reasoning about multiplication and division to solve real-world ratio and rate problems, including mixtures and concentrations, by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams or equations. | -Introduction to Unit Rates |                          |

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| 6.3.3   | Solve problems using the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , in the context of a ratio relationship including unit pricing and constant speed.   | -Introduction to Unit Rates  |  |
| 6.3.4   | Solve problems involving percentages as a rate per 100, such as finding the part, given a whole and the percentage and find the percentage given the part and the whole.  | -Ratio Tables<br>-Introduction to Unit Rates<br>-Percent of a Quantity<br>-Using Ratios to Convert Units |  |
| <b>4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.</b> |   |  |  |
| 6.4.1   | Apply the associative, commutative and distributive properties and order of operations to generate equivalent numerical expressions and to solve problems involving positive rational numbers.  | -Writing Expressions<br>-Evaluating Expressions with Exponents   | - Solve Problems Using Order of Operations<br>- Construct Expressions to Represent Word Problems<br>- Evaluate Exponential Expressions |
| 6.4.2   | Determine equivalences among fractions, decimals and percents; select among these representations to solve problems.  | -Equivalent Expressions  |  |
| 6.4.3   | Convert between equivalent representations of positive rational numbers.  | -Equivalent Expressions  |  |
| 6.4.4   | Represent real-world or mathematical situations using expressions, equations and inequalities involving variables and positive rational numbers.  | -Writing Expressions   | - Construct Expressions to Represent Word Problems   |
| 6.4.5   | Solve equations involving positive rational numbers using number sense, properties of arithmetic and the idea of maintaining equality on both sides of the equation. Interpret a solution in the original context and assess the reasonableness of results. | -Solve One Variable Equations  |  |

| MN Code  | Minnesota Standard  | Quest Title                            | Small Group Skill Lessons  |
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| <p><b>5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b></p>        |   |  |  |
| 6.5.1  | Understand that a variable can be used to represent a quantity that can change, often in relationship to another changing quantity. Use variables in various contexts.  | -Writing Expressions                   | - Construct Expressions to Represent Word Problems                               |
| 6.5.2  | Represent the relationship between two varying quantities with function rules, graphs and tables; translate between any two of these representations.   |  |  |
| <p><b>6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.</b></p> |   |  |  |
| 6.6.1  | Calculate the surface area of rectangular and triangular prisms and use appropriate units, cm <sup>2</sup> . Justify the formulas used. Justification may involve decomposition, nets or other models.                  | -Evaluating Expressions with Exponents | - Solve Problems Using Order of Operations<br>- Evaluate Exponential Expressions |
| 6.6.2  | Calculate the volume of prisms (including triangular and non rectangular prisms) and use appropriate units, cm <sup>3</sup> . Justify the formulas used. Justification may involve decomposition, nets or other models. |  |  |
| 6.6.3  | Solve problems in various contexts involving conversion of weights, capacities, geometric measurements, times within measurement systems using appropriate units.   | -Using Ratios to Convert Units         |  |
| 6.6.4  | Estimate weights, capacities and geometric measurements using benchmarks in measurement systems with appropriate units.   |  |  |

| MN Code  | Minnesota Standard  | Quest Title                       | Small Group Skill Lessons                             |
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| <p><b>7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b></p>       |   |                                   |   |
| 6.7.1  | Solve problems using the relationships between the angles formed by two intersecting lines. (Vertical, complementary, supplementary, adjacent).   |                                   |   |
| 6.7.2  | Determine missing angle measures in a triangle using the fact that the sum of the interior angles of a triangle is $180^\circ$ . Use models of triangles to illustrate this fact.   |                                   |   |
| 6.7.3  | Decompose polygons into triangles to investigate the sum of the interior angles of polygons.  |                                   |   |
| <p><b>8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.</b></p> |   |                                   |   |
| 6.8.1  | Estimate the perimeter and area of irregular figures on a grid when they cannot be decomposed into common figures and use correct units, such as cm and $cm^2$ .  |                                   |   |
| 6.8.2  | Find the area of triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.                       |                                   |   |
| 6.8.3  | 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 |

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|---|--|-----------------------------------|---------------------------|
| <b>9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.</b> |  |                                   |                           |
| 6.9.1   | Recognize/formulate statistical investigative questions, with data collection in mind, that compare differences between groups and use categorical and numerical data.   | -Introduction to Statistics       |                           |
| 6.9.2   | Design and conduct investigations and experiments to gather data, while considering cultural perspectives, to answer statistically investigative questions considering variability and justifying choice of variables.   | -Introduction to Statistics       |                           |
| 6.9.3   | Sort, filter and create features to highlight relationships in the data to focus on the appropriate variables for analysis.  | -Introduction to Statistics       |                           |
| 6.9.4   | Understand that a set of data collected to answer a statistically investigative question has a distribution which can be described by its center, a value summarizing the data with a single number and its variability, which describes how the data varies with a single number. | -Center, Spread and Shape         |                           |
| 6.9.5   | Determine and interpret measures of center (including mean, median and mode) and measures of variability (including range, interquartile range and mean-absolute deviation) and selecting appropriate measures to answer a statistically investigative question.                   | -Measures of Center and Variation |                           |
| 6.9.6   | Create data visualizations to look for patterns, highlight relationships or illustrate features of the distribution of the data to answer or help answer their statistically investigative question.   | -Displaying Data                  |                           |
| 6.9.7   | Create an infographic about a data set, representing the data in appropriate ways, including in tables, dot plots, stem-and-leaf plots, histograms and box plots and incorporating any other relevant information that helps to tell a story about the data.                       |                                   |                           |
| 6.9.8   | Explore and share competing explanations for data trends observed, considering cultural perspectives and reasonable alternatives given the variability in findings.  | -Summarizing Data Sets            |                           |

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| <b>10. Chance and Uncertainty: Apply and explain the concepts of probability to interpret data and make informed decisions to solve mathematical and real-world problems.</b>   |  |                                   |                           |
| 6.10.1  | Determine the sample space (set of possible outcomes) for a given experiment and determine which members of the sample space are related to certain events. Sample space may be determined by the use of tree diagrams, tables or pictorial representations.   |                                   |                           |
| 6.10.2  | Determine the probability of an event using the ratio between the size of the event and the size of the sample space; represent probabilities as percents, fractions and decimals between 0 and 1 inclusive. Understand that probabilities measure likelihood. | -Probabilities of Compound Events |                           |
| 6.10.3  | Perform experiments for situations in which the probabilities are known, compare the resulting relative frequencies with the known probabilities; know that there may be differences.  |                                   |                           |
| 6.10.4  | Calculate experimental probabilities from experiments; represent them as percents, fractions and decimals between 0 and 1 inclusive. Use experimental probabilities to make predictions when probabilities are unknown.  |                                   |                           |
| <b>11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |  |                                   |                           |
| 6.11.1  | Apply concepts of unit price to make purchase decisions.   |                                   |                           |
| 6.11.2  | Apply concepts of percentage including discounts, markups, tips and commission. Problems limited to finding the part, given a whole and the percent.   | -Percent of a Quantity            |                           |

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|--|--|--|---------------------------|
| <p><b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b></p> |  |  |                           |
| 7.1.2.1  | Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding. |  |                           |
| 7.1.2.2  | Select, read, and comprehend texts that address academic tasks, proficiently at grade 7 text complexity.   |  |                           |
| 7.1.2.3  | Locate, select, read texts representing multiple perspectives and identities like and unlike their own, demonstrating skill in identifying perspective of text and searching for alternate perspectives on the subject of text.  |  |                           |
| <p><b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b></p>  |  |  |                           |
| 7.1.3.1  | Choose and read texts that address the purpose, representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.   |  |                           |
| <p><b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b></p>  |  |  |                           |
| 7.1.4.1  | Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.   | -Cite Textual Evidence<br>-Textual Evidence and Inferences |                           |
| 7.1.4.2  | Analyze how the themes or central ideas develop over the course of a single text.  | -Thematic Development<br>-Central Ideas in a Text          |                           |
| 7.1.4.3  | Analyze the interactions between characters, settings, events, or ideas in literary text.  | -Elements of a Short Story                                 |                           |
| 7.1.4.4  | Analyze the interactions between individuals, events, or concepts, in informational text.  | -How Ideas Are Related                                     |                           |

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| <b>Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>   |  |                                   |                           |
| 7.1.5.1   | Analyze how the sequence of events is told and developed in a story, drama, or poem to contribute to its meaning.  | -Text Structure                   |                           |
| 7.1.5.2   | Analyze the informational text structure (including, but not limited to, compare/contrast, cause/effect, and problem/solution) used including how the major sections contribute to the whole and to the development of ideas.  | -Text Structure                   |                           |
| 7.1.5.3   | Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics, and other audiovisual elements for accuracy, perspective, credibility and relevance of information.   | -Compare Text and Multimedia      |                           |
| <b>Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b> |  |                                   |                           |
| 7.1.6.1   | Analyze how an author, including Dakota and Anishinaabe authors, uses his, her, or their stated identity to establish credibility with the reader on an issue or topic.  | -Author's Point of View and Goal  |                           |
| 7.1.6.2   | Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of about Dakota and Anishinaabe people, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | -Historical Fiction               |                           |
| 7.1.6.3   | Analyze how two or more authors writing about the same topic including topics about Dakota and Anishinaabe people; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.   | -Compare Texts, Analyze Arguments |                           |
| <b>Reading - R7: Evaluate arguments and specific claims from complex informational texts.</b>   |  |                                   |                           |
| 7.1.7.1   | Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims.  | -Compare Texts, Analyze Arguments |                           |

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| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>                                     |  |                                   |                           |
| 7.1.8.1  | Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings.   | -Figurative Language              |                           |
| 7.1.8.2  | Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text.   |                                   |                           |
| <b>Reading - R9: Media Literacy in Reading; Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b> |  |                                   |                           |
| 7.1.9.1  | Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.   | -Print vs. Multimedia Text        |                           |
| 7.1.9.2  | Evaluate perspective, credibility, relevancy, and sufficiency of sources related to task and purpose.  | -Compare Texts, Analyze Arguments |                           |
| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>   |  |                                   |                           |
| 7.2.1.1  | Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.  |                                   |                           |
| 7.2.1.2  | Apply knowledge of word study in spelling academic terms, authentically in writing.  |                                   |                           |
| 7.2.1.3  | Use nouns, verbs, adjectives, adverbs, and pronouns (including intensive pronouns), be able to explain their function in sentences, and ensure subject-verb and pronoun antecedent agreement in simple, compound, complex, and compound-complex sentences, authentically in writing. |                                   |                           |
| <b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>   |  |                                   |                           |
| 7.2.2.1  | Write routinely for a range of tasks, purposes, and audiences, choosing topics and format. (e.g., personal interest, enjoyment, academic tasks).   |                                   |                           |
| 7.2.2.2  | Write to reflect how personal perspective and identity have developed in relation to self and others.  |                                   |                           |

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| <b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>  |  |             |                           |
| 7.2.3.1  | Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision/editing (e.g., peer or self-editing, or using digital tools) and publish.  |             |                           |
| 7.2.3.2  | Use words, phrases, and sentence structures to establish consistency in voice, style, and tone when writing, considering audience and context.   |             |                           |
| <b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>                                     |  |             |                           |
| 7.2.4.1  | Write to argue, providing and organizing evidence of both an argument and a counterargument, building on skills from previous years.   |             |                           |
| 7.2.4.2  | Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years.   |             |                           |
| <b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b> |  |             |                           |
| 7.2.5.1  | Write to inform or explain, conveying ideas about topic in two different ways to two different audiences, utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years. |             |                           |
| 7.2.5.1.a  | Using precise, domain-specific vocabulary.   |             |                           |
| 7.2.5.2  | Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms. (e.g., writing personal reactions, analysis, and interpretation of text)  |             |                           |

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| <b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b>   |  |             |                           |
| 7.2.6.1  | Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone, and plot in various literary forms. (e.g., poetry, plays, autobiography, biography, story, myth) |             |                           |
| 7.2.6.2  | Apply structural elements characteristic of the literary genre, in written narratives, poetry, or other creative text. (e.g., chapters, stanzas, scenes).  |             |                           |
| <b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>  |  |             |                           |
| 7.2.7.1  | Formulate self-generated questions that narrow or broaden the inquiry when appropriate.  |             |                           |
| 7.2.7.2  | Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.  |             |                           |
| <b>Writing - W8: Media Literacy in Writing; Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>   |  |             |                           |
| 7.2.8.1  | Use and cite a variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism.  |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b> |  |             |                           |
| 7.3.1.1  | Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.                                       |             |                           |

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| 7.3.1.1.a   | Acknowledge and elaborate on others' ideas.   |             |                           |
| 7.3.1.1.b   | Use tools to collaborate with others both synchronously and asynchronously.   |             |                           |
| 7.3.1.1.c   | Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.   |             |                           |
| 7.3.1.2   | Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion.  |             |                           |
| 7.3.1.3   | Adapt speech, writing, or communications by utilizing constructive feedback from self and others.   |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.</b>                                 |   |             |                           |
| 7.3.2.1   | Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, in communicating with others, considering audience and context.  |             |                           |
| <b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.</b> |   |             |                           |
| 7.3.3.1   | Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored. (e.g., collaborative magazine, blog, or presentation). |             |                           |
| 7.3.3.2   | Create and share, individually or in a collaborative group, an artistic or entertaining multi-media work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.  |             |                           |

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|---|--|---|---------------------------|
| <b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b> |  |   |                           |
| 7.1.1   | Know that every rational number can be written as the ratio of two integers or as a terminating or repeating decimal. Recognize that $\pi$ is not rational, but that it can be approximated by rational numbers such as $\frac{22}{7}$ and 3.14.                     | -Convert to Rational Numbers  |                           |
| 7.1.2   | Understand that division of two integers will always result in a rational number. Use this information to interpret the decimal result of a division problem when using a calculator.  | -Multiply Rational Numbers<br>-Division of Rational Numbers<br>-Convert Numbers to Decimals |                           |
| 7.1.3   | Locate positive and negative rational numbers on a number line, understand the concept of opposites, show that the number and its opposite have a sum of zero (are additive inverses) and plot pairs of positive and negative rational numbers on a coordinate grid. | -Subtract Rational Numbers  |                           |
| 7.1.4   | Compare positive and negative rational numbers expressed in various forms using the symbols $<$ , $>$ , $=$ , $\leq$ , $\geq$ .  |   |                           |
| 7.1.5   | Use real-world contexts and the inverse relationship between addition and subtraction to explain why the procedures of arithmetic with negative rational numbers make sense.   | -Multiply Rational Numbers<br>-Division of Rational Numbers<br>-Convert Numbers to Decimals |                           |
| 7.1.6   | Understand subtraction of rational numbers as adding the additive inverse, $p-q = p+(-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.        | -Add Rational Numbers<br>-Subtract Rational Numbers   |                           |

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| <p><b>2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one’s solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.</b></p> |   |  |                           |
| 7.2.1  | Solve real-world and mathematical problems involving adding, subtracting, multiplying and dividing positive and negative rational numbers that are integers, fractions and terminating decimals; use efficient and generalizable procedures; raise positive rational numbers to whole-number exponents.   | -Four Operations with Numbers                              |                           |
| <p><b>3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b></p>   |   |  |                           |
| 7.3.1  | Express a relationship between two variables, $x$ and $y$ , as proportional if it can be written in the form $yy/xx = kk$ or $yy = kxx$ . Distinguish proportional relationships from nonproportional relationships, including relationships where the $x$ and $y$ value are not zero.  | -Find, Show Proportional Amounts                           |                           |
| 7.3.2  | Decide whether two quantities are in a proportional relationship including testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Know how to use graphing technology to examine the relationship between the unit rate and the line for a given scenario. | -Find, Show Proportional Amounts<br>-Represent Proportions |                           |
| 7.3.3  | Graph proportional relationships, interpreting unit rate as the constant of proportionality of the graph. Compare two different proportional relationships represented in different ways.   | -Ratio, Proportion Word Problems                           |                           |
| 7.3.4  | Solve multi-step problems involving proportional relationships in numerous contexts using models such as tables of equivalent ratios involving scaling up and down, tape diagrams, double number line diagrams or equations.  | -Ratio, Proportion Word Problems                           |                           |
| 7.3.5  | Use dimensional analysis to compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.  | -Compute Unit Rates  |                           |

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| <p><b>4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.</b></p>   |   |   |                           |
| 7.4.1  | Use properties of algebra to generate equivalent numerical and algebraic expressions containing rational numbers, grouping symbols and whole number exponents. Properties of algebra: associative, commutative, distributive laws.              | -Generate Equivalent Expressions                |                           |
| 7.4.2  | Represent real-world or mathematical situations using equations and inequalities involving variables and positive and negative rational numbers.  | -Solving Equations and Inequalities             |                           |
| 7.4.3  | Solve real-world or mathematical word problems resulting in two-step equations and inequalities involving variables and positive and negative rational numbers. Graph the solution set of the inequality and interpret the solution in context. | -Multi-Step, Real-World Problems                |                           |
| 7.4.4  | Evaluate algebraic expressions, including expressions containing rational numbers, absolute value and whole number exponents, by applying computational hierarchy of operations, at specified values of their variables.                        | -Generate Equivalent Expressions                |                           |
| <p><b>5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b></p>        |   |   |                           |
| 7.5.1  | Represent proportional relationships with tables, verbal descriptions, symbols, equations and graphs; translate from one representation to another. Determine unit rate (constant of proportionality/slope) given any of these representations. | -Find, Show, and Represent Proportional Amounts |                           |
| <p><b>6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.</b></p> |   |   |                           |
| 7.6.1  | Demonstrate understanding of proportional relationship between the diameter and circumference of a circle and that the unit rate (constant of proportionality) is $\pi$ .   |   |                           |

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| 7.6.2   | Calculate the circumference and area of circles to solve problems in various contexts.  |                                  |                           |
| 7.6.3   | Calculate arc length and area of sectors of circles (given the central angle) to solve problems in various contexts.  |                                  |                           |
| 7.6.4   | Calculate the surface area and volume of cylinders and justify the formulas used.   |                                  |                           |
| <b>7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b>       |   |                                  |                           |
| 7.7.1   | Describe the properties of similarity, compare geometric figures for similarity and determine scale factors.  |                                  |                           |
| 7.7.2   | Apply scale factors, length ratios/area ratios to determine side lengths and areas of similar geometric figures.  |                                  |                           |
| 7.7.3   | Use proportional reasoning and ratios to solve problems involving scale drawings and conversions of measurement units.  |                                  |                           |
| <b>8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.</b> |   |                                  |                           |
| 7.8.1   | Graph and describe translations and reflections of figures on a coordinate grid and determine the coordinates of the vertices of the figure after the transformation.   |                                  |                           |
| <b>9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.</b>   |   |                                  |                           |
| 7.9.1   | Formulate statistical investigative questions, with data collection considering culture perspectives in mind, that compare differences between groups, require a sample of a population and use categorical and numerical data. | -Predict and Compare Probability |                           |

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| 7.9.2   | 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       |                           |
| 7.9.3   | Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.  | -Inferential Statistics       |                           |
| 7.9.4   | Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, variability and overall shape. Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.                                  |                               |                           |
| 7.9.5   | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.   | -Measures of Central Tendency |                           |
| 7.9.6   | Create an infographic about a data set, organizing and presenting the data in appropriate ways, including in tables, circle graphs and histograms and incorporating any other relevant information that helps to tell a story about the data.  |                               |                           |
| 7.9.7   | Explore and share competing explanations for data trends observed, considering cultural perspectives and reasonable alternatives given the variability in findings/sampling methods.   |                               |                           |

## 10. Chance and Uncertainty: Apply and explain the concepts of probability to interpret data and make informed decisions to solve mathematical and real-world problems.

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| 7.10.1 | Calculate probability as a fraction of sample space or as a fraction of area. Express probabilities as fractions, decimals and percents.  | -Probability of a Chance Event   |  |
| 7.10.2 | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. | -Predict and Compare Probability |  |

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| 7.10.3  | Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.  | -Probabilities of Compound Events |                           |
| 7.10.4  | Find probabilities of compound events using organized lists, tables, tree diagrams and/or simulation via a computational tool.   | -Probabilities of Compound Events |                           |
| 7.10.5  | Represent sample spaces for compound events by decomposing the events using methods such as organized lists, tables and/or tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.  | -Probabilities of Compound Events |                           |
| 7.10.6  | Design and use a simulation within a computational tool to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood? |                                   |                           |

**11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

|        |  |  |  |
|--------|--|--|--|
| 7.11.1 | Apply proportional relationships to solve multi-step financial literacy ratio and percent problems. Examples: simple interest, tax, markups and markdowns, tips and commissions, fees, percent increase and decrease, percent error and distinguish between sales tax and income tax for earned wages. Problems include finding the whole, the part and the percent. |  |  |
| 7.11.2 | Create a budget for an event and calculate what percentage each category comprises of the total budget. Justify choices of the allocation of the available resources.  |  |  |

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| <p><b>Reading - R2: Read and comprehend independently; A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b></p> |   |             |                           |
| 8.1.2.1  | Read independently and self-monitor understanding of grade-level text and independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.             |             |                           |
| 8.1.2.2  | Select, read, and comprehend texts that address academic tasks, proficiently at grade 8 text complexity.  |             |                           |
| 8.1.2.3  | Locate, select, and read texts that address personal identity and intersectionality, utilizing various search methods.  |             |                           |
| <p><b>Reading - R3: Read independently, both self-selected and teacher directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b></p>  |   |             |                           |
| 8.1.3.1  | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.   |             |                           |
| <p><b>Reading - R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b></p>  |   |             |                           |
| 8.1.4.1  | Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize text. |             |                           |
| 8.1.4.2  | Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.  |             |                           |
| 8.1.4.3  | Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.   |             |                           |
| 8.1.4.4  | Analyze how a text makes connections between individuals, events, or concepts, in informational text.   |             |                           |

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| <b>Reading - R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>   |  |  |                           |
| 8.1.5.1   | Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style. (e.g., poetry/short story, drama/poem).                          | -Comparing Text Structure                          |                           |
| 8.1.5.2   | Analyze the informational text structure (including, but not limited to, cause/effect, problem/solution, and proposition/support) highlighting the role that a particular sentence or paragraph has in developing and refining a key concept.                    | -Text Structure                                    |                           |
| 8.1.5.3   | Compare and contrast the ideas/information conveyed through illustrations, graphics, and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.   | -Comparing Film and Literature                     |                           |
| <b>Reading - R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b> |  |  |                           |
| 8.1.6.1   | Analyze how an author, including Dakota and Anishinaabe authors, develops the point of view and identity of the character to enrich a text.  | -Point of View<br>-Author's Point of View and Goal |                           |
| 8.1.6.2   | Analyze how a modern work of fiction draws on themes, patterns of events, character types from myths, traditional stories, including stories, poems, and historical novels including describing how the material is rendered new.                                | -Fiction: Themes and Patterns                      |                           |
| 8.1.6.3   | Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | -Understand Conflicting Texts                      |                           |
| <b>Reading - R7: Evaluate arguments and specific claims from complex informational texts.</b>   |  |  |                           |
| 8.1.7.1   | Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient.  | -Understand Conflicting Texts                      |                           |

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| <b>Reading - R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>                                     |  |                                  |                           |
| 8.1.8.1  | Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts.   |                                  |                           |
| 8.1.8.2  | Analyze the impact of specific word choices on meaning and tone of a variety of academic, technical, and domain-specific words and phrases in informational text.  | -Word Choice and Meaning         |                           |
| <b>Reading - R9: Media Literacy in Reading; Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b> |  |                                  |                           |
| 8.1.9.1  | Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives.   | -Multi-Media and Expository Text |                           |
| 8.1.9.2  | Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources related to task and purpose. (e.g., purpose/motive of author or source).  | -Understand Conflicting Texts    |                           |
| <b>Writing - W1: Foundations of Writing; Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>   |  |                                  |                           |
| 8.2.1.1  | Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.  |                                  |                           |
| 8.2.1.2  | Use nouns, verbs, adjectives, adverbs, and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, and building on skills from previous years.   |                                  |                           |
| <b>Writing - W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>   |  |                                  |                           |
| 8.2.2.1  | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable. |                                  |                           |
| 8.2.2.2  | Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.  |                                  |                           |

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| <b>Writing - W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>  |  |             |                           |
| 8.2.3.1  | Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing, and publishing.  |             |                           |
| 8.2.3.2  | Use words, phrases, and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  |             |                           |
| <b>Writing - W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>                                     |  |             |                           |
| 8.2.4.1  | Write to argue, clarifying the relationship among claims and evidence in both argument and counter-argument, building on skills from previous years.   |             |                           |
| 8.2.4.2  | Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.  |             |                           |
| <b>Writing - W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b> |  |             |                           |
| 8.2.5.1  | Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly cited summary, paraphrase, and quotation, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. |             |                           |
| 8.2.5.1.a  | Use precise, domain-specific vocabulary.   |             |                           |
| 8.2.5.2  | Write to respond to a literary text, demonstrating understanding of style, mood, and tone. (e.g., writing personal reactions, analysis, and interpretation of text).   |             |                           |
| <b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b>   |  |             |                           |
| 8.2.6.1  | Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm, and rhyme to develop mood and tone in various literary forms.  |             |                           |

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| <p><b>Writing - W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</b></p>   |  |             |                           |
| 8.2.6.1   | Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm, and rhyme to develop mood and tone in various literary forms.                                |             |                           |
| 8.2.6.2   | Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry, other creative text.               |             |                           |
| <p><b>Writing - W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b></p>  |  |             |                           |
| 8.2.7.1   | Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.   |             |                           |
| 8.2.7.2   | Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing. (e.g., sources of different formats and/or perspectives).         |             |                           |
| <p><b>Writing - W8: Media Literacy in Writing; Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b></p>   |  |             |                           |
| 8.2.8.1   | Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism.   |             |                           |
| <p><b>Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</b></p> |  |             |                           |
| 8.3.1.1   | Exchange ideas through storytelling, discussion, and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |             |                           |

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| 8.3.1.1.a | Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented.   |             |                           |
| 8.3.1.1.b | Use tools to collaborate with others in both synchronously and asynchronously.   |             |                           |
| 8.3.1.1.c | Work toward a shared goal.   |             |                           |
| 8.3.1.2   | Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion. |             |                           |
| 8.3.1.3   | Adapt speech, writing, or communications by utilizing constructive feedback from self and others.  |             |                           |

**Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.**

|         |   |  |  |
|---------|---|--|--|
| 8.3.2.1 | Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, and impact in communicating with others, considering audience and context. |  |  |
|---------|---|--|--|

**Listening, Speaking, Viewing, and Exchanging Ideas - LSVEI 3: Media Literacy in Exchanging Ideas; Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.**

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|---------|---|--|--|
| 8.3.3.1 | Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning, and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices. |  |  |
| 8.3.3.2 | Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.                                 |  |  |

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| <p><b>1. Number Sense: Determine quantities, relationships between quantities and number systems and their representations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities; relate to the properties of operations; assess reasonableness of the results.</b></p>   |   |  |                           |
| 8.1.1  | Classify real numbers as rational or irrational. Know that when a square root of a positive integer is not an integer, then it is irrational. Know that the sum of a rational number and an irrational number is irrational and the product of a non-zero rational number and an irrational number is irrational. | -Convert to Rational Numbers<br>-Square and Cube Roots |                           |
| 8.1.2  | Compare real numbers; locate real numbers on a number line. Identify the square root of a positive integer as an integer, or if it is not an integer, locate it as a real number between two consecutive positive integers.   | -Estimate Irrational Numbers                           |                           |
| 8.1.3  | 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                           |                           |
| 8.1.4  | Know and apply the properties of positive and negative integer exponents to generate equivalent numerical expressions.  | -Integer Exponents                                     |                           |
| 8.1.5  | Express approximations of very large and very small numbers using scientific notation; understand how technology displays numbers in scientific notation.   | -Scientific Notation: Operations                       |                           |
| <p><b>2. Fluency: Select and apply procedures accurately, efficiently and flexibly to solve mathematical and real-world problems; explaining one's solution pathway. Analyze results, evaluate progress and check answers. Transfer procedures to different problems and contexts; and recognize when one procedure is more strategic to apply than another.</b></p> |   |  |                           |
| 8.2.1  | Multiply and divide numbers expressed in scientific notation. Express answers in scientific notation.   | -Scientific Notation: Operations                       |                           |

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|---|--|----------------------------------|---------------------------|
| <b>3. Proportional Reasoning: Represent proportional relationships in mathematical and real-world situations, using graphs, diagrams, tables, symbols and verbal descriptions, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |  |                                  |                           |
| 8.3.1   | Identify graphical properties of proportional relationships including slope. Know that the slope equals the rate of change and that the y-intercept is zero when the function represents a proportional relationship.  | -Relationships and Slope         |                           |
| 8.3.2   | Use linear equations to represent proportional situations involving a constant rate of change, while comparing and contrasting with non proportional relationships.  |                                  |                           |
| 8.3.3   | Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ . | -Slope Intercept Form, Triangles |                           |
| <b>4. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, algebraic expressions or equations.</b>   |  |                                  |                           |
| 8.4.1   | Justify steps in generating equivalent algebraic expressions and identifying the properties used, including the properties of algebra. Properties include the associative, commutative, distributive, identity and inverse laws.   | -Generate Equivalent Expressions |                           |
| 8.4.2   | Evaluate algebraic expressions, including expressions containing radicals and absolute values, by applying computational hierarchy of operations, at specified values of their variables.  | -Solutions to Linear Equations   |                           |
| 8.4.3   | Solve multi-step equations in one variable, including complex equivalent linear expressions. Solve for one variable in a multivariable equation in terms of the other variables. Justify the steps by identifying the properties of equality used.   | -Solutions to Linear Equations   |                           |

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| 8.4.4   | Create equivalent linear equations including slope-intercept, point-slope and standard forms.  |                                |                           |
| 8.4.5   | Represent relationships in various contexts using multi-step linear inequalities. Solve such linear inequalities using properties of inequalities. Graph the solutions on a number line.                         | -Relationships and Slope       |                           |
| 8.4.6   | Represent relationships in various contexts with equations and inequalities involving the absolute value of a linear expression. Solve such equations and inequalities and graph the solutions on a number line. | -Solutions to Linear Equations |                           |
| 8.4.7   | Represent relationships in various real-world and mathematical contexts using systems of linear equations. Solve systems of linear equations in two variables symbolically, graphically and numerically.         | -Solutions to Linear Equations |                           |

**5. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables and graphs. Use representations to solve mathematical and real-world situations, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.**

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| 8.5.1 | Analyze visual patterns, linear and non-linear patterns to describe how a pattern is changing, name the #th term and write an equation to generalize the nth term.  | -Solutions to Linear Equations |  |
| 8.5.2 | Represent a function as a relationship between an independent variable and a dependent variable in which the value of the independent variable determines the value of the dependent variable. Use functional notation, such as $f(x)$ , to represent such relationships. |                                |  |
| 8.5.3 | Use linear functions to represent relationships in which changing the input variable by some amount leads to a change in the output variable that is a constant times that amount.  |                                |  |
| 8.5.4 | Identify a function as linear if it can be expressed in the form $f(x) = mx+b$ or if its graph is a straight line.  |                                |  |

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| 8.5.5   | Represent linear functions with tables, verbal descriptions, symbols, equations and graphs; translate from one representation to another.  | -Two-Way Table                 | - Test Apps               |
| 8.5.6   | Identify how coefficient changes in the equation $(x) = mx + b$ affect the graphs of linear functions. Know how to use graphing technology to examine these effects.   | -Solutions to Linear Equations |                           |
| 8.5.7   | Identify graphical properties of linear functions, including slope, y intercept and x-intercept. Know that the slope (m) equals the rate of change, the y-intercept (b) is the value of the function at $x=0$ and the x-intercept is the value of the function at $f(x)=0$ . |                                |                           |
| 8.5.8   | Identify that an arithmetic sequence is a linear function that can be expressed in the form where $f(x) = mx + b$ , where $x = 0, 1, 2, 3, \dots$  |                                |                           |
| 8.5.9   | Identify that a geometric sequence is a nonlinear function that can be expressed in the form $f(x) = ab^x$ , where $x = 0, 1, 2, 3, \dots$   |                                |                           |
| 8.5.10  | Represent arithmetic and geometric sequences using equations, tables, graphs and verbal descriptions and use them to solve problems.   |                                |                           |

**6. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities. Explain and reason with attributes, estimations and formulas. Justify decisions and consider the reasonableness of results.**

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| 8.6.1 | Informally justify the Pythagorean Theorem and its converse by using measurements, diagrams or computer software.  |  |  |
| 8.6.2 | Apply the Pythagorean Theorem to solve real-world and mathematical problems by determining unknown side lengths in right triangles in two and three dimensions.                                    |  |  |
| 8.6.3 | Determine the distance between two points on a horizontal or vertical line in a coordinate system. Use the Pythagorean Theorem to find the distance between any two points in a coordinate system. |  |  |

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| <b>7. Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to solve problems, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b>       |  |                                |                           |
| 8.7.1   | Understand and apply the relationships between the slopes of parallel lines and between the slopes of perpendicular lines. Graphing technology may be used to examine these relationships.                               |                                |                           |
| 8.7.2   | Analyze polygons on a coordinate system by determining the slopes and lengths of their sides.  |                                |                           |
| 8.7.2   | Analyze polygons on a coordinate system by determining the slopes and lengths of their sides.  |                                |                           |
| 8.7.3   | Given a line on a coordinate system and the coordinates of a point not on the line, find lines through that point that are parallel and perpendicular to the given line, using graphing technology or hand drawn graphs. |                                |                           |
| <b>8. Spatial Reasoning: Develop mental images and spatial sense of quantity, shape, location and orientation to make estimates, distinguish patterns and reason with relationships. Apply concepts and properties of space, tools of representation, processes of reasoning and communicate solutions.</b> |  |                                |                           |
| 8.8.1   | Recognize that the graph of linear equation $y=mx+b$ comes from $b$ units translation of $y=mx$ graph.   |                                |                           |
| 8.8.2   | Recognize that opposite values of $m$ in the linear equation $y=mx+b$ is an application of reflections.  |                                |                           |
| 8.8.3   | Recognize that solutions to a system of two linear equations in two variables correspond to points of intersections of their graphs, because points of intersection satisfy both equations simultaneously.               | -Solutions to Linear Equations |                           |
| 8.8.4   | Recognize that a system of linear equations may have no solution, one solution or an infinite number of solutions. Relate the number of solutions to pairs of lines that are intersecting, parallel or identical.        | -Solutions to Linear Equations |                           |

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| 8.8.5   | Use linear programming (system of inequalities) to solve real-world and mathematical problems and justify the reasonableness of the solutions in context.   |                                   |                           |
| <b>9. Data Sciences: Identify, formulate and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data and communicating the results.</b> |   |                                   |                           |
| 8.9.1   | Formulate statistical investigative questions. These include questions about variation or the differences between groups and associations between numerical variables.  |                                   |                           |
| 8.9.2   | Select and design appropriate studies given the question(s) and context considering the many choices to be made around the process of data collection, including cultural perspectives and how these affect the quality, amount, speed, accessibility and cost of the data collection.  |                                   |                           |
| 8.9.3   | Develop an understanding of the notion of a statistical model. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line. | -Line of Best Fit                 |                           |
| 8.9.4   | Construct and interpret scatter plots for bivariate measurement data to investigate patterns, predict outcomes and/or communicate an idea.  | -Construct, Explain Scatter Plots |                           |
| 8.9.5   | Describe patterns such as clustering, outliers, positive or negative association, linear association and nonlinear association. Consider correlation between variables (make a clear distinction between correlation and causation).  | -Two-Way Table                    |                           |

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| 8.9.6   | Answer the statistical investigative question(s) and explore competing explanations for the data trends observed (ex. confounding variables); paying careful attention to what conclusions the data supports, cultural perspectives and the reasonableness of the model's predictions. Use the equation of a linear model to solve problems in the context of bivariate measurement data. Interpreting the slope and intercept in context of the variables. | -Two-Way Table |                           |
| 8.9.7   | Create an infographic about a data set, organizing and presenting the data in appropriate ways, including in tables and scatter plots and incorporating any other relevant information that helps to tell a story and support a claim about the data.   |                |                           |
| <b>11. Financial Literacy: Explore and analyze financial problems using appropriate technology tools. Apply mathematical concepts to make informed decisions about how to earn, track, save, borrow, share and invest money, while considering a range of acceptable solutions as well as constraints which may affect individual and generational wealth, in various cultures, especially in historical and contemporary Dakota and Anishinaabe communities.</b> |   |                |                           |
| 8.11.1  | Solve problems in various contexts involving calculating and comparing simple and compound interest (for compound interest, limited to compounded annually).  |                |                           |
| 8.11.2  | Solve real-world problems comparing how interest rate and loan length affect the cost of credit, by calculating the total cost of repaying a loan, under various rates of interest and over different periods.  |                |                           |
| 8.11.3  | Use systems of equations in the context of financial literacy using the concept of the break-even point to solve problems. (e.g. profit/cost, cost comparison, supply/demand).  |                |                           |
| 8.11.4  | Analyze employment opportunities and their payment methods (e.g. per hour with or without tips, salary, per diem, piecework) to make financially responsible decisions.   |                |                           |