



eSpark Learning Alignment with the North Carolina Standards (2020)

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

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SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skills			
RF.K.1	Demonstrate understanding of the organization and basic features of print.		
RF.K.1.a	Follow words from left to right, top to bottom, and page by page.		
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.		
RF.K.1.c	Understand that words are separated by spaces in print.		-Spacing Between Words in a Sentence
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.	- Upper and Lowercase Letters	-Name Big and Small Letters
RF.K.2	Print upper- and lowercase letters.		
RF.K.3	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
RF.K.3.a	Recognize and produce rhyming words.	-Words That Rhyme	-Find Rhyming Words
RF.K.3.b	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count Syllables
RF.K.3.c	Blend and segment onsets and rimes of single-syllable spoken words.		
RF.K.3.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)	-Letters Make Words	-Blending Sounds to Make Words

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Reading Foundational Skills			
RF.K.3.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
RF.K.4	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.K.4.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	-Letter Sounds	- Identify Letter Sounds
RF.K.4.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		
RF.K.4.c	Read common high-frequency words by sight.	-Sight Words	-Know Our Sight Words
RF.K.4.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ		
RF.K.5	Read emergent-reader texts with purpose and understanding.		

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Reading Literature			
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	-Answer Questions about a Text
RL.K.2	With prompting and support, retell familiar stories, including key details.	-Retell Stories	-Retell a Story (Literature)
RL.K.3	With prompting and support, identify characters, settings, and major events in a story. Craft and Structure	-Tell What Happened	-Identify Characters (Literature)
RL.K.4	With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.	-Identify Unknown Words	-Understand Unknown Words (Literature)
RL.K.5	Recognize common types of texts.		
RL.K.6	With prompting and support, define the role of the author and illustrator in telling the story.		
RL.K.7	With prompting and support, describe how the words and illustrations work together to tell a story.	- Using Pictures in Stories	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	
RL.K.10	Actively engage in group reading activities with purpose and understanding.		

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Reading Informational			
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	-Answering Questions About a Story
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	-Find the Main Idea	-Find the Main Idea and Retell Key Details
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	-Make Connections
RI.K.4	With prompting and support, ask and answer questions about words in a text.	-Learn New Words	
RI.K.5	Identify the front cover, back cover, and title page of a book.	-Name the Parts of a Book	-Identify the Front and Back Cover of a Book
RI.K.6	With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.	-Name Authors and Illustrators	-Find Authors and Illustrators
RI.K.7	With prompting and support, describe how the words and illustrations work together to provide information.	-Pictures Help You Read	
RI.K.8	Begins in grade 1.	-Author's Purpose	
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic.	-Same and Different	-Compare and Contrast Texts
RI.K.10	Actively engage in group reading activities with purpose and understanding.		

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Writing			
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.		
W.K.1.a	With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.		
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
W.K.2.a	With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.		
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.		
W.K.3.a	With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.		
W.K.4	With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.		
W.K.5	Participate in shared investigation of grade appropriate topics and writing projects.		
W.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

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Speaking and Listening			
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
SL.K.1.a	Follow agreed-upon rules for discussions.		
SL.K.1.b	Continue a conversation through multiple exchanges.		
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
SL.K.4	Speak audibly and express thoughts, feelings, and ideas clearly.		
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
Language			
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.		
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.		
L.K.4	Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.		

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Language			
L.K.5	With guidance and support from adults, explore nuances in word meanings.		
L.K.5.a	Sort common objects into categories to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	-Opposites!	
L.K.5.c	Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	-Similar Action Words	
L.K.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts.		

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Counting and Cardinality			
NC.K.CC.1	Know number names and recognize patterns in the counting sequence by: • Counting to 100 by ones. • Counting to 100 by tens		
NC.K.CC.2	Count forward beginning from a given number within the known sequence, instead of having to begin at 1.		
NC.K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.	-Let's Write Numbers	-Write and Name Numbers to 20
NC.K.CC.4	Understand the relationship between numbers and quantities. • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence). • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). • State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).		
NC.K.CC.5	Count to answer “How many?” in the following situations: • Given a number from 1–20, count out that many objects. • Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. • Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. • Given 10 objects in a scattered arrangement, identify how many.	-Count How Many	-Count Objects
NC.K.CC.6	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.	-More or Less?	-Identify More or Less
NC.K.CC.7	Compare two numbers, within 10, presented as written numerals	-Compare Two Numbers	-Comparing Numbers

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Operations and Algebraic Thinking			
NC.K.OA.1	Represent addition and subtraction, within 10: • Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. • Demonstrate understanding of addition and subtraction by making connections among representations.	-Use Pictures to Add and Subtract	-Subtract with Pictures
NC.K.OA.2	Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving: • Add to/Take From-Result Unknown • Put Together/ Take Apart (Total Unknown and Two Addends Unknown)	-Let's Add and Subtract	-Addition and Subtraction Story Problems
NC.K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.	-Make Bigger Numbers	-Decompose Numbers Within 10
NC.K.OA.4	For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.	-Friends of Ten	-Equations That Make Ten
NC.K.OA.5	Demonstrate fluency with addition and subtraction within 5.	-Add and Subtract Within 5	-Subtract Within 5
NC.K.OA.6	Recognize and combine groups with totals up to 5 (conceptual subitizing).		
Numbers Base Ten			
NC.K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: • Using objects or drawings. • Recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	-Make Numbers	-Use Ten Frames to Make Teen Numbers

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Reading Foundational Skills			
RF.1.1	Demonstrate understanding of the organization and basic features of print.		
RF.1.1.a	Recognize and use capitalization and ending punctuation.	-Sentences	
RF.1.2	Print all upper- and lowercase letters legibly.		
RF.1.3	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
RF.1.3.a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	-Identify Long and Short Vowels
RF.1.3.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
RF.1.3.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	-Sounds You Hear in Words	-Separating Sounds
RF.1.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

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Reading Foundational Skills			
RF.1.3.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
RF.1.4	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.1.4.a	Know the spelling-sound correspondences for common consonant digraphs.		-Words with "sh"
RF.1.4.b	Decode regularly spelled one-syllable words.		
RF.1.4.c	Know final -e and common vowel team conventions for representing long vowel sounds.		
RF.1.4.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		-Counting Syllables in Longer Words
RF.1.4.e	Decode two-syllable words following basic patterns by breaking the words into syllables.		
RF.1.4.f	Read words with inflectional endings.		
RF.1.4.g	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	-Read Sight Words

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Reading Foundational Skills			
RF.1.5	Read with sufficient accuracy and fluency to support comprehension.		
RF.1.5.a	Read on-level text with purpose and understanding.		
RF.1.5.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.1.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

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Reading Literature			
RL.1.1	Ask and answer questions about key details in a text.	-Questions About Stories	-Understanding Stories
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	-Retell Stories	-Message of a Story (Literature)
RL.1.3	Describe characters, settings, and major events in a story, using key details.	-Characters, Plot, and Setting	-Identify Characters and Their Traits (Literature)
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-Find Feeling Words in Stories	-Determine Feelings Using Words
RL.1.5	Explain major differences between books that tell stories and books that give information		
RL.1.6	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	-Images Help You Read	-Using Pictures to Answer Questions about Characters
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	-Compare and Contrast Characters	-Similarities and Differences
RL.1.10	With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.		

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Reading Informational			
RI.1.1	Ask and answer questions about key details in a text.	-Answer Questions About Stories	-Questions About Stories
RI.1.2	Identify the main topic and retell key details of a text.	-Find the Main Idea	-Main Idea (Informational Text)
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	-Find Meaning of Words	
RI.1.5	Know and use various text features to locate key facts or information in a text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-Use Images to Understand a Text	
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	-Use Images To Explain a Text	-Images Give Details about a Text
RI.1.8	With guidance and support, identify the reasons an author gives to support ideas in a text.	-Identify Author's Purpose	
RI.1.9	Identify basic similarities in and differences between two texts on the same topic.	-Compare and Contrast Texts	
RI.1.10	With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time		

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Writing			
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.		
W.1.1.a	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.		
W.1.1.b	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.		
W.1.2.a	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.		
W.1.2.b	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.		
W.1.3.a	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.		
W.1.3.b	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.1.4	With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.		
W.1.5	Participate in shared research and writing projects.		
W.1.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Speaking and Listening			
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
SL.1.1.a	Follow agreed-upon rules for discussions.		
SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges		
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.		
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
SL.1.4	Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
SL.1.4	Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		

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Language			
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.		
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.		
L.1.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.	-Context Clues -Prefixes and Suffixes	
L.1.5	With guidance and support from adults, demonstrate understanding of nuances in word meanings.		
L.1.5.a	Sort words into categories to gain a sense of the concepts the categories represent.	-Sorting Words	
L.1.5.b	Define words by category and by one or more key attributes.		
L.1.5.c	Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	-What are Synonyms? -Words and Their Use	
L.1.6	Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.		

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Operations and Algebraic Thinking			
NC.1.OA.1	Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown	-Word Problems	-Word Problems With Addition & Subtraction
NC.1.OA.2	Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number		
NC.1.OA.3	Apply the commutative and associative properties as strategies for solving addition problems		-Fact Families
NC.1.OA.4	Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.		
NC.1.OA.9	Demonstrate fluency with addition and subtraction within 10.	-Use counting to add and subtract	-Subtract by Counting Back
NC.1.OA.6	Add and subtract, within 20, using strategies such as: • Counting on • Making ten • Decomposing a number leading to a ten • Using the relationship between addition and subtraction • Using a number line • Creating equivalent but simpler or known sums	-Add and Subtract Up to 20	-Add within 10
NC.1.OA.7	Apply understanding of the equal sign to determine if equations involving addition and subtraction are true	-What is Equal?	

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NC.1.OA.8	Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	-Find the Missing Number	-Missing Numbers
Number and Operations in Base Ten			
NC.1.NBT.1	Count to 150, starting at any number less than 150		
NC.1.NBT.7	Read and write numerals, and represent a number of objects with a written numeral, to 100.		
NC.1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones		
NC.1.NBT.3	Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	-Compare Numbers	-Compare Numbers Using Symbols
NC.1.NBT.4	Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: • A two-digit number and a one-digit number • A two-digit number and a multiple of 10	-Add Two-Digit Numbers	-Add Two-Digit Numbers using Base Ten Blocks
NC.1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	-Add and Subtract	-Add Ten More
NC.1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using: • Concrete models and drawings • Number lines • Strategies based on place value • Properties of operations • The relationship between addition and subtraction		

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Measurement and Data			
NC.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	-Ordering Lengths
NC.1.MD.2	Measure lengths with non-standard units. • Express the length of an object as a whole number of non-standard length units. • Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps	-Measure Without a Ruler	-Measurement (Non-Standard Units)
NC.1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	-Telling Time on the Hour and Half Hour
NC.1.MD.5	Identify quarters, dimes, and nickels and relate their values to pennies		
NC.1.MD.4	Organize, represent, and interpret data with up to three categories. • Ask and answer questions about the total number of data points. • Ask and answer questions about how many in each category. • Ask and answer questions about how many more or less are in one category than in another	-Sort and Count Objects	-Simple Bar Graphs

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Geometry			
NC.1.G.1	Distinguish between defining and non-defining attributes and create shapes with defining attributes by: • Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles. • Building cubes, rectangular prisms, cones, spheres, and cylinders.	-Learn About Shapes	-Attributes of Flat Shapes
NC.1.G.2	Create composite shapes by: • Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape. • Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.	-Build With Shapes	-Make Composite Shapes
NC.1.G.3	Partition circles and rectangles into two and four equal shares. • Describe the shares as halves and fourths, as half of and fourth of. • Describe the whole as two of, or four of the shares. • Explain that decomposing into more equal shares creates smaller shares	-Dividing Shapes	-Partition Shapes into Halves and Fourths

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Reading Foundational Skills			
RF.2.2	Print all upper- and lowercase letters legibly and proportionally.		
RF.2.4	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.2.4.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	-Long & Short Vowel Sounds
RF.2.4.b	Know spelling-sound correspondences for additional common vowel teams.	-R-Controlled Vowels	-Read Words with R-Controlled Vowels
RF.2.4.c	Decode regularly spelled two-syllable words with long vowels.		
RF.2.4.d	Decode words with common prefixes and suffixes.	-Decode Words	-Prefixes and Suffixes
RF.2.4.e	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	-Read Words with the Hard and Soft C
RF.2.4.f	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	-Practice Sight Words
RF.2.5	Read with sufficient accuracy and fluency to support comprehension.		
RF.2.5.a	Read on-level text with purpose and understanding.		
RF.2.5.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.2.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

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Reading Literature			
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	-Ask and Answer Questions	-WH & How Questions in Stories (Literature)
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	-Stories Can Teach Lessons	-Retell a Story
RL.2.3	Describe how characters in a story respond to major events and challenges.	-Identify Characters and Events	-Identify Problems and Solutions in a Story (Literature)
RL.2.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	-Rhythm and Alliteration	-Meaning of Rhymes and Alliterations (Literature)
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.	-Explore Story Structure	-Story Structure: Beginning, Middle, and End (Literature)
RL.2.6	Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	-Discover Points of View	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	-Gain Meaning from Pictures	-Use Illustrations to Understand a Story (Literature)
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	-Compare and Contrast Stories	
RL.2.10	By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Informational			
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	-Answer Questions about Texts	-Answer Questions about an Informational Text
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	-Main Topic	-Main Topic of a Text
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	-Identify Steps in a Process	-Chronological Order
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	-Find the Meaning of New Words	
RI.2.5	Know and use various text features to locate key facts or information in a text efficiently.	-Nonfiction Text Features	-Informational Text Features (Informational Text)
RI.2.6	Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.	-Purpose of a Text	
RI.2.7	Explain how specific images contribute to and clarify a text.	-Images Add Meaning to Text	-Use Images to Understand a Text (Informational Text)
RI.2.8	Identify the reasons an author gives to support ideas in a text.	-Find Evidence in the Text	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	-Compare and Contrast Texts	
RI.2.10	By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.		
W.2.1.a	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.		
W.2.1.b	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
W.2.2	Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
W.2.2.a	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.		
W.2.2.b	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure		
W.2.3.a	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.		
W.2.3.b	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
W.2.4	With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.		
W.2.5	Participate in shared research and writing projects.		
W.2.6	Recall information from experiences or gather information from provided sources to answer a question		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
SL.2.1.a	Follow agreed-upon rules for discussions.		
SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.		
SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.		
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
Language			
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.2.3.a	Compare formal and informal uses of English.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Language			
L.2.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.	<ul style="list-style-type: none"> -Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words 	
L.2.5	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.		
L.2.5.a	Demonstrate understanding of nuances in word meanings.		
L.2.5.a	Demonstrate understanding of nuances in word meanings.		
L.2.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
NC.2.OA.1	Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving: One-Step problems: Add to/Take from-Start Unknown, Compare-Bigger Unknown, Compare-Smaller Unknown • Two-Step problems involving single digits: Add to/Take from- Change Unknown, Add to/Take From- Result Unknown	-Word Problems	-Addition Word Problems
NC.2.OA.2	Demonstrate fluency with addition and subtraction, within 20, using mental strategies.	-Add and Subtract with Fluency	-Subtract to 20 with Fluency
NC.2.OA.3	Determine whether a group of objects, within 20, has an odd or even number of members by: • Pairing objects, then counting them by 2s. • Determining whether objects can be placed into two equal groups. • Writing an equation to express an even number as a sum of two equal addends	-Odds and Evens	-Identify Odd and Even
NC.2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	-Create and Label an Array

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Number and Operations in Base Ten			
NC.2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. • Unitize by making a hundred from a collection of ten tens. • Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones. • Compose and decompose numbers using various groupings of hundreds, tens, and ones		
NC.2.NBT.2	Count within 1,000; skip-count by 5s, 10s, and 100s.	-Skip-Count to 1000	
NC.2.NBT.3	Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form	-Numbers to 1000	-Numbers to 1000 in Different Forms
NC.2.NBT.4	Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons	-Compare 3-digit Numbers	-Greater Than, Less Than and Equal with 3-Digit Numbers
NC.2.NBT.5	Demonstrate fluency with addition and subtraction, within 100, by: • Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Comparing addition and subtraction strategies, and explaining why they work. • Selecting an appropriate strategy in order to efficiently compute sums and differences.	-Add and Subtract within 100	-Add Within 100 Using a Number Line
NC.2.NBT.6	Add up to three two-digit numbers using strategies based on place value and properties of operations.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Number and Operations in Base Ten			
NC.2.NBT.7	Add and subtract, within 1,000, relating the strategy to a written method, using: • Concrete models or drawings • Strategies based on place value • Properties of operations • Relationship between addition and subtraction		
NC.2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Measurement and Data			
NC.2.MD.1	Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes	-Measure Length	-Measuring with a Ruler
NC.2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		
NC.2.MD.3	Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters		
NC.2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit		
NC.2.MD.5	Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem		
NC.2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line		
NC.2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m	-Tell and Write Time	-Identify A.M. or P.M.

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Measurement and Data			
NC.2.MD.8	Solve word problems involving: • Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately. • Whole dollar amounts, using the \$ symbol appropriately.	-Coin Values	-Coins
NC.2.MD.10	Organize, represent, and interpret data with up to four categories. • Draw a picture graph and a bar graph with a single-unit scale to represent a data set. • Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph	-Using Bar Graphs	-Make and Analyze a Picture Graph
Geometry			
NC.2.G.1	Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes	-Name and Draw Shapes	-Shape Attributes
NC.2.G.3	Partition circles and rectangles into two, three, or four equal shares. • Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of. • Describe the whole as two halves, three thirds, four fourths. • Explain that equal shares of identical wholes need not have the same shape	-Halves, Thirds, and Fourths	-Partition Shapes into Halves, Thirds, and Fourths

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skills			
RF.3.2	Create readable documents with legible handwriting (manuscript and cursive).		
RF.3.4	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.3.4.a	Identify and know the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	-Practice Suffixes
RF.3.4.b	Decode words with common Latin suffixes.		
RF.3.4.c	Decode multisyllabic words.		
RF.3.4.d	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	-Read Sight Words
RF.3.5	Read with sufficient accuracy and fluency to support comprehension.		
RF.3.5.a	Read on-level text with purpose and understanding.		
RF.3.5.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	-Read with Fluency	-Practice Reading with Fluency
RF.3.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Literature			
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Understanding the Text	-Answer Explicit Questions (Literature)
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	-Determine Message, Lesson, Moral	-Recount a Story and Determine the Moral (Literature)
RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	-Describe Characters in a Story	-Describe Characters (Literature)
RL.3.4	Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	-Literal vs Nonliteral Language	-Literal and Nonliteral Language (Literature)
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	-Identifying Text Structure	-The Elements of a Drama
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	-Point of View	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	-Illustrations Support Text	-Illustrations in Stories (Literature)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	-Compare, Contrast Series Books	
RL.3.10	By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Informational			
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Asking and Answering Questions	-Using Text Evidence to Answer Questions (Informational Text)
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	-Main Idea and Key Details	-Determine the Main Idea (Informational Text)
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-Connecting Story Details	-Connect the Details in a Text (Informational Text)
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	-Context Clues	
RI.3.5	Use text features and search tools to locate information relevant to a given topic efficiently.	-Text Features	-Using Nonfiction Text Features (Informational Text)
RI.3.6	Distinguish their own point of view from that of the author of a text.	-Point of View	-Identify the Author's point of view.
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	-Use Pictures to Understand Words	-Use Images to Understand Text (Informational Text)
RI.3.8	Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	-Logical Connections	
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	-Compare and Contrast	-Compare and Contrast Informational Texts
RI.3.10	By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
W.3.1.a	Organize information and ideas around a topic to plan and prepare to write.		
W.3.1.b	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		
W.3.1.c	Provide reasons that support the opinion.		
W.3.1.d	Use linking words and phrases to connect opinion and reasons.		
W.3.1.e	Provide a concluding statement or section.		
W.3.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.		
W.3.2	Write informative /explanatory texts to examine a topic and convey ideas and information clearly.		
W.3.2.a	Organize information and ideas around a topic to plan and prepare to write.		
W.3.2.b	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
W.3.2.c	Develop the topic with facts, definitions, and details.		
W.3.2.d	Use linking words and phrases to connect ideas within categories of information.		
W.3.2.e	Provide a concluding statement or section.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.3.2.f	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.		
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.3.3.b	Organize information and ideas around a topic to plan and prepare to write.		
W.3.3.c	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
W.3.3.d	Use temporal transition words and phrases to signal event order.		
W.3.3.e	Provide a sense of closure.		
W.3.3.f	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.		
W.3.4	With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.		
W.3.5	Conduct short research projects that build knowledge about a topic.		
W.3.6	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening			
SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
SL.3.1.b	Follow agreed-upon rules for discussions.		
SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
SL.3.1.d	Explain their own ideas and understanding in light of the discussion.		
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.		
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Language			
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.		
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.		
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.3.3.a	Choose words and phrases for effect.		
L.3.3.b	Recognize and observe differences between the conventions of spoken and written standard English.		
L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.		
L.3.5	Demonstrate understanding of nuances in word meanings.		
L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context.		
L.3.5.b	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.		
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
NC.3.OA.1	For products of whole numbers with two factors up to and including 10	-Multiplying Whole Numbers	-Multiply using Arrays
NC.3.OA.2	For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient	-Dividing Whole Numbers	-Divide Knowing the Size of Groups
NC.3.OA.3	Represent, interpret, and solve one-step problems involving multiplication and division.	-Multiply, Divide: Word Problems	-Solving Multiplication and Division Word Problems
NC.3.OA.6	Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem	-Division as an Unknown Factor	
NC.3.OA.7	Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10	-Multiply, Divide: 1-5	-Multiplication Facts
NC.3.OA.8	Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.	-Two-Step Word Problems	-Two-Step Word Problems
NC.3.OA.9	Interpret patterns of multiplication on a hundreds board and/or multiplication table.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Number and Operations in Base Ten			
NC.3.NBT.2	Add and subtract whole numbers up to and including 1,000	-Add within 1000	-Subtract within 1000 Using a Number Line
NC.3.NBT.3	Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.		
Number and Operations – Fractions			
NC.3.NF.1	Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts	-Getting Started with Fractions	-Recognize Fractions with Visuals
NC.3.NF.2	Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.		
NC.3.NF.3	Represent equivalent fractions with area and length models by: <ul style="list-style-type: none"> • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers 		
NC.3.NF.4	Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the $>$, $<$, and $=$ symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Measurement and Data			
NC.3.MD.1	Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.	-Tell and Write Time in Minutes	-Elapsed Time Word Problems
NC.3.MD.2	Solve problems involving customary measurement.		
NC.3.MD.3	Represent and interpret scaled picture and bar graphs	-Represent and Interpret Data	-Solving Problems about Pictographs
NC.3.MD.5	Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.		
NC.3.MD.7	Relate area to the operations of multiplication and addition.		
NC.3.MD.8	Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length	-Perimeter of Polygons	
Geometry			
NC.3.G.1	Reason with two-dimensional shapes and their attributes		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skill			
RF.4.2	Create readable documents through legible handwriting (cursive).		
RF.4.4	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.4.4.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.		
RF.4.5	Read with sufficient accuracy and fluency to support comprehension.		
RF.4.5.a	Read on-level text with purpose and understanding.		
RF.4.5.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.4.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Literature			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences Using Evidence	-Making Inferences (Literature)
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	-Summarize a Text's Main Idea	-Summarizing a Story
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	-Describing Characters	-Use Evidence to Describe a Character (Literature)
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	-Meaning of Words and Phrases	-Context Clues
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	-Poems, Drama, and Prose	-Understanding Drama
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	-Different Points of View	-Identify Point of View (Literature)
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	-Compare a Story and Visuals	
RL.4.9	Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	
RL.4.10	By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Informational			
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences and Conclusions	-Use Evidence to Answer Questions (Informational Text)
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	-Main Ideas and Details	-Details and Main Idea (Informational Text)
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	-Science Texts: Events and Steps	-Find the Cause and Effect (Informational Text)
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	-Describing Text Structure	-Text Structure (Informational Text)
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	-Compare and Contrast Two Views	
RI.4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	-Graphics to Understand a Text	-Interpret Visuals (Informational Text)
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	-Developing Arguments	
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	-Be an Expert: Use multiple texts	
RI.4.10	By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.4.1.a	Organize information and ideas around a topic to plan and prepare to write.		
W.4.1.b	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.		
W.4.1.c	Provide reasons that are supported by facts and details.		
W.4.1.d	Link opinion and reasons using words and phrases.		
W.4.1.e	Provide a concluding statement or section related to the opinion presented.		
W.4.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.		
W.4.2	Write informative /explanatory texts to examine a topic and convey ideas and information clearly.		
W.4.2.a	Organize information and ideas around a topic to plan and prepare to write.		
W.4.2.b	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.		
W.4.2.c	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.4.2.c	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
W.4.2.d	Link ideas within categories of information using words and phrases.		
W.4.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.4.2.f	Provide a concluding statement or section related to the information or explanation presented.		
W.4.2.g	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.		
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.4.3.a	Organize information and ideas around a topic to plan and prepare to write.		
W.4.3.b	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.4.3.c	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
W.4.3.d	Use a variety of transitional words and phrases to manage the sequence of events.		
W.4.3.e	Use concrete words and phrases and sensory details to convey experiences and events precisely.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.4.3.f	Provide a conclusion that follows from the narrated experiences or events.		
W.4.3.g	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.		
W.4.4	With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.		
W.4.5	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
W.4.6	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening			
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
SL.4.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		
SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.		
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.		
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Language			
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.		
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.		
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.4.3.a	Choose words and phrases to convey ideas precisely.		
L.4.3.b	Choose punctuation for effect.		
L.4.3.c	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.		
L.4.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.		
L.4.5	Demonstrate understanding of figurative language and nuances in word meanings.		
L.4.5.a	Explain the meaning of simple similes and metaphors in context.		
L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
NC.4.NBT.4	Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding	-Add and Subtract Multi-Digit Whole Numbers	-Add Large Numbers with the Standard Algorithm
NC.4.NBT.5	Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm	-Multiply Multi-Digit Numbers	-Multiply 3-Digit Numbers by 1-Digit Number
NC.4.NBT.6	Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.	-Find Whole Number Quotients	-Use Partial Quotients to Divide
Number and Operations – Fractions			
NC.4.NF.1	Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.	-Explain Equivalent Fractions	-Equivalent Fractions with Visual Models
NC.4.NF.2	Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions	-Comparing Fractions	-Comparing Fractions with Unlike Denominators
NC.4.NF.3	Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Measurement and Data			
NC.4.MD.1	Know relative sizes of measurement units. Solve problems involving metric measurement.	-Customary and Metric Measurement	-Convert Units of Time
NC.4.MD.2	Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.	-Customary and Metric Measurement	-Convert Units of Time
NC.4.MD.3	Solve problems with area and perimeter.	-Area and Perimeter	-Area and Perimeter
NC.4.MD.4	Represent and interpret data using whole numbers		
NC.4.MD.6	Develop an understanding of angles and angle measurement.		
NC.4.MD.8	Solve word problems involving addition and subtraction of time intervals that cross the hour	-Measurement Word Problems	
Geometry			
NC.4.G.1	Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines		
NC.4.G.2	Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.		
NC.4.G.3	Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Foundational Skills			
RF.5.2	Create readable documents through legible handwriting (cursive).		
RF.5.4	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.5.4.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.		
RF.5.5	Read with sufficient accuracy and fluency to support comprehension.		
RF.5.5.a	Read on-level text with purpose and understanding.		
RF.5.5.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.5.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Literature			
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Explicit Meaning and Inferences	-Using Evidence to Make Inferences (Literature)
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	-Summarizing a Text	-Summarizing Fiction
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	-Comparing Story Elements	-Compare & Contrast Story Elements
RL.5.4	Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.	-Unknown Words and Phrases	-Unknown Words and Phrases
RL.5.5	Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.	-Relating Pieces to the Whole	-How Stanzas in a Poem Relate (Literature)
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	-Narrator's Point of View	-Point of View (Literature)
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.		
RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	-Comparing Similar Texts	
RL.5.10	By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Informational			
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Quotes and Direct Evidence	-Using Quotes to Support Inferences (Informational Text)
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	-Main Idea and Details	-Multiple Main Ideas (Informational Text)
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	-Explain Two Related Ideas	-Relate Ideas (Informational Text)
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
RI.5.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	-Comparing Text Structure	-Text Structure
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.	-Using Text Features	-Use Text Features (Informational Text)
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-Integrate Information	
RI.5.10	By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information		
W.5.1.a	Organize information and ideas around a topic to plan and prepare to write.		
W.5.1.b	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.		
W.5.1.c	Provide logically ordered reasons that are supported by facts and details.		
W.5.1.d	Link opinion and reasons using words, phrases, and clauses.		
W.5.1.e	Provide a concluding statement or section related to the opinion presented.		
W.5.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.		
W.5.2	Write informative /explanatory texts to examine a topic and convey ideas and information clearly		
W.5.2.a	Organize information and ideas around a topic to plan and prepare to write.		
W.5.2.b	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.		
W.5.2.c	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
W.5.2.d	Link ideas within and across categories of information using words, phrases, and clauses.		
W.5.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.5.2.f	Provide a concluding statement or section related to the information or explanation presented.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.5.3.a	Organize information and ideas around a topic to plan and prepare to write.		
W.5.3.b	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.5.3.c	Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.		
W.5.3.d	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
W.5.3.e	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
W.5.3.f	Provide a conclusion that follows from the narrated experiences or events.		
W.5.3.g	With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.		
W.5.4	With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.		
W.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
W.5.6	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Language			
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.		
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.		
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.5.3.b	Compare and contrast the varieties of English used in stories, dramas, or poems.		
L.5.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.		
L.5.5	Demonstrate understanding of figurative language and nuances in word meanings.		
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.		
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking			
NC.5.OA.2	Write, explain, and evaluate numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving: <ul style="list-style-type: none"> • Parentheses, using the order of operations. • Commutative, associative and distributive properties. 	-Order of Operations	-Order of Operations - PEMDAS
NC.5.OA.3	Generate two numerical patterns using two given rules. <ul style="list-style-type: none"> • Identify apparent relationships between corresponding terms. • Form ordered pairs consisting of corresponding terms from the two patterns. • Graph the ordered pairs on a coordinate plane. 	-Understand Patterns	-Understand Patterns
Number and Operations in Base Ten			
NC.5.NBT.1	Explain the patterns in the place value system from one million to the thousandths place. <ul style="list-style-type: none"> • Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. • Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100. 		
NC.5.NBT.3	Read, write, and compare decimals to thousandths. <ul style="list-style-type: none"> • Write decimals using base-ten numerals, number names, and expanded form. • Compare two decimals to thousandths based on the value of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons 		
NC.5.NBT.5	Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm	-Multiply Multi-Digit Numbers	-Multiply Using an Area Model and Standard Algorithm

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
NC.5.NBT.6	Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.	-Find Whole Number Quotients	-Long Division
NC.5.NBT.7	Compute and solve real-world problems with multi-digit whole numbers and decimal numbers		
Number and Operations – Fractions			
NC.5.NF.1	Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.	-Add and Subtract Fractions	-Add Fractions with Unlike Denominators
NC.5.NF.3	Use fractions to model and solve division problems	-Word Problems: Divide Fractions	-Solve Word Problems with Fractions
NC.5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers		
NC.5.NF.7	Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Measurement and Data			
NC.5.MD.1	Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system	-Converting Measurements	-Converting Measurements
NC.5.MD.2	Represent and interpret data. • Collect data by asking a question that yields data that changes over time. • Make and interpret a representation of data using a line graph. • Determine whether a survey question will yield categorical or numerical data, or data that changes over time.		
NC.5.MD.4	Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units		
NC.5.MD.5	Relate volume to the operations of multiplication and addition.		
Geometry			
NC.5.G.1	Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.	-Graph Points on a Coordinate Plane	-Real World Problems on a Coordinate Plane
NC.5.G.3	Classify quadrilaterals into categories based on their properties.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Standards for Literature			
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferences	-Making Inferences with Text Evidence
RL.6.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Introduction to Theme	-Determine Theme
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	-Plot Development	-Plot and Characters
RL.6.4	Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.		
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	-Introduction to Text Structure	-Text Structure and Theme (Literature)
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	-Point of View	-Explain Point of View (Literature)
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	-Compare a Text with a Performance	
RL.6.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	
RL.6.10	By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Informational			
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence	-Use Evidence to Make Conclusions (Informational Text)
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Central Idea of a Text	-Central Idea and Key Details (Informational Text)
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	-Development of an Idea or Event	
RI.6.4	Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.		
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	-Text Structure	
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
RI.6.7	Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.	-Integrate Information	-Integrate Information
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		
RI.6.9	Compare and contrast one author's presentation of events with that of another.	-Compare and Contrast	

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
RI.6.10	By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		
Writing			
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.		
W.6.1.a	Organize information and ideas around a topic to plan and prepare to write.		
W.6.1.b	Introduce claim(s) and organize the reasons and evidence clearly.		
W.6.1.c	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
W.6.1.d	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
W.6.1.e	Establish and maintain a formal style.		
W.6.1.f	Provide a concluding statement or section that follows from the argument presented.		
W.6.1.g	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.6.2.a	Organize information and ideas around a topic to plan and prepare to write.		
W.6.2.b	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.		
W.6.2.c	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W.6.2.d	Use appropriate transitions to clarify the relationships among ideas and concepts.		
W.6.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.6.2.f	Establish and maintain a formal style.		
W.6.2.g	Provide a concluding statement or section that follows from the information or explanation presented.		
W.6.2.h	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.		
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.6.3.a	Organize information and ideas around a topic to plan and prepare to write.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
W.6.3.b	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.6.3.c	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
W.6.3.d	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.6.3.e	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
W.6.3.f	Provide a conclusion that follows from the narrated experiences or events.		
W.6.3.g	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.		
W.6.4	Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.		
W.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.		
W.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening			
SL.6.1	Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
SL.6.2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.		
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.		
SL.6.5	Include multimedia components and visual displays in presentations to clarify information.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Language			
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.		
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.		
L.6.3.b	Maintain consistency in style and tone.		
L.6.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.		
L.6.5	Demonstrate understanding of figurative language and nuances in word meanings.		
L.6.5.a	Interpret figures of speech in context based on grade 6 reading and content.		
L.6.5.b	Distinguish among the connotations of words with similar denotations.		
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Ratios and Proportional Relationships			
NC.6.RP.1	Understand the concept of a ratio and use ratio language to:	-Intro to Ratios	-Ratio Tables
NC.6.RP.2	Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context		
NC.6.RP.3	Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems		
NC.6.RP.4	Use ratio reasoning to solve real-world and mathematical problems with percents		
The Number System			
NC.6.NS.1	Use visual models and common denominators to: • Interpret and compute quotients of fractions. • Solve real-world and mathematical problems involving division of fractions	-Dividing Fractions	
NC.6.NS.2	Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context	-Divide Multi-Digit Numbers	
NC.6.NS.3	Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication and division of decimals.	-Operations with Decimals	-Multiplying Decimals
NC.6.NS.4	Understand and use prime factorization and the relationships between factors	-Common Multiples & Factors	-Greatest Common Factor
NC.6.NS.5	Understand and use rational numbers to: • Describe quantities having opposite directions or values. • Represent quantities in real-world contexts, explaining the meaning of 0 in each situation. • Understand the absolute value of a rational number as its distance from 0 on the number line to: o Interpret absolute value as magnitude for a positive or negative quantity in a real-world context. o Distinguish comparisons of absolute value from statements about order.	-Positive and Negative Numbers	

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
NC.6.NS.6	Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane		
NC.6.NS.7	Understand ordering of rational numbers.		
NC.6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate		
NC.6.NS.9	Apply and extend previous understandings of addition and subtraction. • Describe situations in which opposite quantities combine to make 0. • Understand $p + q$ as the number located a distance q from p , in the positive or negative direction depending on the sign of q . Show that a number and its additive inverse create a zero pair. • Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two integers on the number line is the absolute value of their difference. • Use models to add and subtract integers from -20 to 20 and describe real-world contexts using sums and differences.		

Expression and Equations

NC.6.EE.1	Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.		
NC.6.EE.2	Write, read, and evaluate algebraic expressions.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
NC.6.EE.3	Apply the properties of operations to generate equivalent expressions without exponents		
NC.6.EE.4	Identify when two expressions are equivalent and justify with mathematical reasoning		
NC.6.EE.5	Use substitution to determine whether a given number in a specified set makes an equation true.		
NC.6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.		
NC.6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form	-Solve One Variable Equations	
NC.6.EE.8	Using substitution to determine whether a given number in a specified set makes an inequality true. • Writing an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. • Recognizing that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions. • Representing solutions of inequalities on number line diagrams		
NC.6.EE.9	Represent and analyze quantitative relationships by: • Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another. • Analyze the relationship between quantities in different representations (context, equations, tables, and graphs).		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Geometry			
NC.6.G.1	Create geometric models to solve real-world and mathematical problems		
NC.6.G.2	Apply and extend previous understandings of the volume of a right rectangular prism to find the volume of right rectangular prisms with fractional edge lengths. Apply this understanding to the context of solving real-world and mathematical problems		
NC.6.G.3	Use the coordinate plane to solve real-world and mathematical problems		
NC.6.G.4	Represent right prisms and right pyramids using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems		
Statistics and Probability			
NC.6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers	-Intro to Statistics	
NC.6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	-Center, Spread and Shape	
NC.6.SP.3	Understand that both a measure of center and a description of variability should be considered when describing a numerical data set.	-Measures of Center and Variation	
NC.6.SP.4	Display numerical data in plots on a number line.	-Displaying Data	
NC.6.SP.5	Summarize numerical data sets in relation to their context		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Standards for Literature			
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Cite textual evidence	
RL.7.2	Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.	-Thematic development	
RL.7.3	Analyze how particular elements of a story or drama interact.	-Elements of a short story	
RL.7.4	Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.	-Figurative Language	
RL.7.5	Analyze how a drama's or poem's (or other literary genres) form or structure contributes to its meaning.	-Text Structure	
RL.7.6	Analyze how an author develops and contrasts the perspectives of different characters in a text.	-Contrasting Point of View	
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	-Compare Text and Multimedia	
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	-Historical Fiction	
RL.7.10	By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Informational			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inference	
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	-Central Ideas in a Text	
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text.	-How ideas are related	
RI.7.4	Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.		
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	-Text Structure	
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	-Author's Point of View and Goal	
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	-Print vs. Multimedia Text	
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
RI.7.10	By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.		
W.7.1.a	Organize information and ideas around a topic to plan and prepare to write.		
W.7.1.b	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		
W.7.1.c	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
W.7.1.d	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
W.7.1.e	Establish and maintain a formal style.		
W.7.1.f	Provide a concluding statement or section that follows from and supports the argument presented.		
W.7.1.g	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.7.2.a	Organize information and ideas around a topic to plan and prepare to write.		
W.7.2.b	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
W.7.2.c	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W.7.2.d	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.7.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.7.2.f	Establish and maintain a formal style.		
W.7.2.g	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
W.7.2.h	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.7.3.a	Organize information and ideas around a topic to plan and prepare to write.		
W.7.3.b	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.7.3.c	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
W.7.3.d	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.7.3.e	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
W.7.3.f	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
W.7.3.g	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.7.4	Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.		
W.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
W.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening			
SL.7.1	Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.		
SL.7.2 A	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.		
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.		
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Language			
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.		
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.		
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
L.7.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.		
L.7.5	Demonstrate understanding of figurative language and nuances in word meanings.		
L.7.5.a	Interpret figures of speech in context based on grade 7 reading and content.		
L.7.5.b	Distinguish among the connotations of words with similar denotations.		
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Ratios and Proportional Relationships			
NC.7.RP.1	Compute unit rates associated with ratios of fractions to solve real-world and mathematical problems	-Compute unit rates	
NC.7.RP.2	Recognize and represent proportional relationships between quantities.		
NC.7.RP.3	Use scale factors and unit rates in proportional relationships to solve ratio and percent problems.	-Ratio, Proportion Word Problems	
The Number System			
NC.7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, using the properties of operations, and describing real-world contexts using sums and differences.		
NC.7.NS.2	Apply and extend previous understandings of multiplication and division		
NC.7.NS.3	Solve real-world and mathematical problems involving numerical expressions with rational numbers using the four operations	-Four Operations with Numbers	
Expression and Equations			
NC.7.EE.1	Apply properties of operations as strategies to: • Add, subtract, and expand linear expressions with rational coefficients. • Factor linear expression with an integer GCF.		
NC.7.EE.2	Understand that equivalent expressions can reveal real-world and mathematical relationships. Interpret the meaning of the parts of each expression in context		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
NC.7.EE.3	Solve multi-step real-world and mathematical problems posed with rational numbers in algebraic expressions.	-Multi-step,real-world problems	
NC.7.EE.4	Use variables to represent quantities to solve real-world or mathematical problems.		
Geometry			
NC.7.G.1	Solve problems involving scale drawings of geometric figures		
NC.7.G.2	Understand the characteristics of angles and side lengths that create a unique triangle, more than one triangle or no triangle. Build triangles from three measures of angles and/or sides.		
NC.7.G.4	Understand area and circumference of a circle.		
NC.7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure		
NC.7.G.6	Solve real-world and mathematical problems involving: • Area and perimeter of two-dimensional objects composed of triangles, quadrilaterals, and polygons. • Volume and surface area of pyramids, prisms, or three-dimensional objects composed of cubes, pyramids, and right prisms.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Statistics and Probability			
NC.7.SP.1	Understand that statistics can be used to gain information about a population		
NC.7.SP.2	Generate multiple random samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, and use this data to draw inferences about a population with an unknown characteristic of interest.		
NC.7.SP.3	Recognize the role of variability when comparing two populations		
NC.7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.	-Measures of central tendency	
NC.7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.	-Probability of a chance event	
NC.7.SP.6	Collect data to calculate the experimental probability of a chance event, observing its long-run relative frequency. Use this experimental probability to predict the approximate relative frequency		
NC.7.SP.7	Develop a probability model and use it to find probabilities of simple events		
NC.7.SP.8	Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Literature			
RL.8.1	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Evidence and Inferences	
RL.8.2	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	-Theme	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	-Analyze Incidents in a Story	
RL.8.4	Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	-Comparing Text Structure	
RL.8.6	Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.	-Point of View	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	-Comparing Film and Literature	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	-Fiction: Themes and Patterns	
RL.8.10	By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Reading Informational			
RI.8.1	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual evidence and inferencing	
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	-Central idea	
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	-Text development	
RI.8.4	Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	-Word choice and meaning	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	-Text structure	
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	
RI.8.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	-Multimedia and expository text	
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
RI.8.10	By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
Writing			
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.		
W.8.1.a	Organize information and ideas around a topic to plan and prepare to write.		
W.8.1.b	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
W.8.1.c	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
W.8.1.d	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
W.8.1.e	Establish and maintain a formal style.		
W.8.1.f	Provide a concluding statement or section that follows from and supports the argument presented.		
W.8.1.g	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.8.2.a	Organize information and ideas around a topic to plan and prepare to write.		
W.8.2.b	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.		
W.8.2.c	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
W.8.2.d	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.8.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.8.2.f	Establish and maintain a formal style.		
W.8.2.g	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
W.8.2.h	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.8.3.a	Organize information and ideas around a topic to plan and prepare to write.		
W.8.3.b	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.8.3.c	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
W.8.3.d	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
W.8.3.e	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
W.8.3.f	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
W.8.3.g	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
W.8.4	Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		
W.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
W.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
Speaking and Listening			
SL.8.1	Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		
SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		
SL.8.2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.		
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
Language			
8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.		
8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.		
8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.		
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
8.L.3.a	Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.		
8.L.4	Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.		
8.L.5	Demonstrate understanding of figurative language and nuances in word meanings.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
8.L.5.a	Interpret figures of speech in context based on grade 8 reading and content.		
8.L.5.b	Distinguish among the connotations of words with similar denotations.		
8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

SCoS Code	North Carolina Standard	Quest Title	Small Group Skill Lessons
The Number System			
NC.8.NS.1	Understand that every number has a decimal expansion. Building upon the definition of a rational number, know that an irrational number is defined as a non-repeating, non-terminating decimal.	-Convert to Rational Numbers	
NC.8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers and locate them approximately on a number line. Estimate the value of expressions involving: • Square roots and cube roots to the tenths. • π to the hundredths.	-Estimate Irrational Numbers	
Expression and Equations			
NC.8.EE.1	Develop and apply the properties of integer exponents to generate equivalent numerical expressions.	-Integer Exponents	
NC.8.EE.2	Represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. • Evaluate square roots of perfect squares and cube roots of perfect cubes for positive numbers less than or equal to 400.	-Square and cube roots	
NC.8.EE.3	Use numbers expressed in scientific notation to estimate very large or very small quantities and to express how many times as much one is than the other	-Scientific notation	
NC.8.EE.4	Perform multiplication and division with numbers expressed in scientific notation to solve real-world problems, including problems where both decimal and scientific notation are used	-Scientific Notation: Operations	
NC.8.EE.7	Solve real-world and mathematical problems by writing and solving equations and inequalities in one variable.		
NC.8.EE.8	Analyze and solve a system of two linear equations in two variables in slope-intercept form.		

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Functions			
NC.8.F.1	Understand that a function is a rule that assigns to each input exactly one output.		
NC.8.F.2	Compare properties of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).		
NC.8.F.3	Identify linear functions from tables, equations, and graphs.		
NC.8.F.4	Analyze functions that model linear relationships		
NC.8.F.5	Qualitatively analyze the functional relationship between two quantities		

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Geometry			
NC.8.G.2	Use transformations to define congruence.		
NC.8.G.3	3 Describe the effect of dilations about the origin, translations, rotations about the origin in 90 degree increments, and reflections across the x -axis and y - axis on two-dimensional figures using coordinates		
NC.8.G.4	Use transformations to define similarity.		
NC.8.G.5	Use informal arguments to analyze angle relationships		
NC.8.G.6	Explain the Pythagorean Theorem and its converse.		
NC.8.G.7	Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems		
NC.8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
NC.8.G.9	Understand how the formulas for the volumes of cones, cylinders, and spheres are related and use the relationship to solve real-world and mathematical problems.		

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Statistics and Probability			
NC.8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	
NC.8.SP.2	Model the relationship between bivariate quantitative data to: <ul style="list-style-type: none"> • Informally fit a straight line for a scatter plot that suggests a linear association. • Informally assess the model fit by judging the closeness of the data points to the line 	-Line of best fit	
NC.8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and y-intercept.		
NC.8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table	-Two-Way Table	