KAS-KAAP Aligned Content Assessment Standards
Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 3.1 Answer questions to demonstrate understanding of a text. RL. 1

KAS Standard RL.1		KAS Deconstruction	Prerequisite Skills
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Knowledge** Ask and answer questions to understand text **Reasoning** Based on the text, formulate questions to demonstrate understanding of a text Refer explicitly to the text to answer questions	
2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**Knowledge** Identify key details in text Describe key details of the text using who, what, where, when, why and how **Reasoning** Determine the answers of informational text using who, what, where, when, why and how	
1	Ask and answer questions about key details in a text.	**Knowledge** Identify key details of a text Ask questions about key details in a text Answer questions about key details in a text	
K	With prompting and support, ask and answer questions about key details in a	**Knowledge** With prompting and support: • Identify key details in a text • Ask questions about key details • Answer questions about key details	

	text.		

KAS-KAAP Content Assessment Standard: Reading 3.2 Compare and contrast the most important points in two texts on the same topic. RI.9

KAS Standard RL.9		KAS Deconstruction	Prerequisite Skills
3	Compare and contrast the most important points and key details presented in two texts on the same topic.	**Knowledge** Identify: • The most important points in each text • The key details in each text • Similarities of key details • Differences in key details **Reasoning** Distinguish between key details and important points Compare and contrast the: • Most important points in two different texts on the same topic • Key details in two different texts on the same topic	
2	Compare and contrast the most important points presented by two texts on the same topic.	**Knowledge** Identify the important points presented in two informational texts on the same topic **Reasoning** Compare the important points in two informational texts on the same topic Contrast the important points in two informational texts on the same topic	
1	Compare and contrast the adventures and experiences of characters in stories.	**Knowledge** Identify characters in a story Determine similarities and differences of adventures and experiences of characters **Reasoning** Compare and contrast details from stories about: • Adventures • Experiences of characters	

KAS-KAAP Aligned Content Assessment Standards

Instructional Alignment Planning Tool

K	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Knowledge** Recognize characters in familiar stories Determine similarities and differences of adventures and experiences in familiar stories **Reasoning** Compare adventures and experiences Contrast adventures and experiences	

KAS-KAAP Aligned Content Assessment Standards
Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 3.3 Determine the main idea of the text. RI.2

KAS Standard RI.2		**KAS Deconstruction**	**Prerequisite Skills**
3	Determine the main idea of a text; recount the key details and explain how they support the main idea.	**Knowledge** Determine the main idea of a text Recount key details of a text **Reasoning** Explain how the key details support the main idea of a text	
2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	**Knowledge** Recognize the main topic of multi-paragraph informational text Identify the focus of specific paragraphs that support the main topic of a text	
1	Identify the main topic and retell key details of a text.	**Knowledge** Identify the • Main topic of a text • Key details of a text Retell key details of a text	
K	With prompting and support, identify the main topic and retell key details of a text.	**Knowledge** With prompting and support: • Identify the main topic of a text • Identify key details of a text Retell key details of a text	

KAS-KAAP Aligned Content Assessment Standards
Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal.

KAS Standard RL.4		KAS Deconstruction	Prerequisite Skills
3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**Knowledge** Identify literal and nonliteral words and phrases in a text **Reasoning** Determine the meaning of literal and nonliteral words and phrases as they are used in a text	
2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**Knowledge** Identify: • Rhyming words • Alliteration and other types of figurative language Recognize regular beats and repeated lines in a • Story • Poem • Song Recognize rhythm within a • Story • Poem • Song **Reasoning** Describe how words and phrases supply rhythm or impact meaning, in a: • Story • Poem • Song	
1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**Knowledge** Identify: • Words in stories or poems • Phrases in stories or poems • The various senses Recognize words and phrases that • Suggest feelings • Appeal to the senses **Reasoning** Identify words and phrases in • Stories • Poems That: • Suggest feelings • Appeal to the senses	
K	Ask and answer questions about unknown words in a	**Knowledge** Identify unknown words in text	

	text.	Recognize that a question requires an answer **Reasoning** Formulate a question about unknown words in text Use resources/strategies to answer questions about unknown words in text	

KAS-KAAP Content Assessment Standard: Reading 3.5 Describe how a character's actions contribute to the sequence of events of a story. RL.3

KAS Standard RL.3		KAS Deconstruction	Prerequisite Skills
3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**Knowledge** Describe a character's feelings/emotions based on information found in the text Describe a character's traits/motivations Retell the sequence of events using time order words **Reasoning** Infer a character's feelings and/or emotions Analyze a character's feelings and/or emotions Interpret how a character's: • Traits • Motivations • Feelings Lead to actions Explain how a character's actions contribute to the sequence of events	
2	Describe how characters in a story respond to major events and challenges.	**Knowledge** Define: • Character • Major events Identify major events or challenges of a story **Reasoning** Describe how characters respond to major events and challenges	
1	Describe characters, settings, and major events in a story, using key details.	**Knowledge** Define • Character • Setting • Major events • Details Identify: • Characters	

		• Setting • Major events Using key details **Reasoning** Describe • Characters • Settings • Major events Using key details from text	

KAS-KAAP Aligned Content Assessment Standards

Instructional Alignment Planning Tool

K	With prompting and support, identify characters, settings, and major events in a story.	**Knowledge**
		With prompting and support:
		• Define
		  ○ Character
		  ○ Setting
		  ○ Major events
		• Identify the
		  ○ Character(s)
		  ○ Setting
		  ○ Major events
		Of a story	

KAS-KAAP Aligned Content Assessment Standards
Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 3.6 Use information gained from illustrations to demonstrate understanding of the text. RI.7

KAS Standard RI.7		KAS Deconstruction	Prerequisite Skills
3	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**Knowledge** Recognize key events **Reasoning** Demonstrate an understanding of text using information from: • Illustrations • Maps • Photographs Demonstrate an understanding of text using information from words that tell: • Where • When • Why • How Key events occur	
2	Explain how specific images (e.g., a diagram, showing how a machine works) contributes to and clarify a text.	**Knowledge** Identify images in an informational text Understand the terms: • Explain • Contribute • Clarify **Reasoning** Discuss how specific images add to and clarify informational text	
1	Use the illustrations and details in a text to describe its key ideas.	**Knowledge** Identify: • Details • Key ideas Know how to describe **Reasoning** Describe: • Key ideas using illustrations in an informational text • Key ideas using details in an informational text	
K	With prompting and support, describe the relationship between illustrations and the text in which	**Knowledge** Identify illustrations Identify text Define describe **Reasoning** With prompting and support, describe:	

	they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• People • Places • Things • Ideas That illustrations depict With prompting and support, describe the relationships between illustrations and text	

KAS-KAAP Content Assessment Standard: M-3.1 Interpret products of whole numbers.

KAS Standard 3.OA.1		**KAS Deconstruction**	**Prerequisite Skills**
3	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Knowledge** Find the product of multiple groups of objects **Reasoning** Interpret products of whole numbers as a number of objects in a number of groups **Practice Standards** Make sense of problems and persevere in solving them Reason abstractly and quantitatively	**Prerequisite Q Taxons** Use counting strategies for totals to 100 that include counting forward, counting backwards, grouping, ten frames, and hundred charts Skip count by 3s, 4s, 6s, 7s, 8s, and 9s

KAS-KAAP Aligned Content Assessment Standards

Instructional Alignment Planning Tool

KAS-KAAP Aligned Content Assessment Standards

Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: M-3.2 Demonstrate understanding of place value by rounding two digit whole numbers to the nearest 10.

KAS Standard 3.NBT.1		**KAS Deconstruction**	**Prerequisite Skills**
3	Use place value understanding to round whole numbers to the nearest 10 or 100 A range of algorithms may be used	**Knowledge** Define 'round or rounding' in relation to place value Round a whole number to the nearest 10 Round a whole number to the nearest 100 **Practice Standards** Look for and make use of structure Look for and express regularity in repeated reasoning	**Prerequisite Q Taxons** Relate standard and expanded notation to 3- and 4-digit numbers Compare and order numbers less than 10,000 Use addition and subtraction facts to 18 Use multiplication facts through 144

KAS-KAAP Aligned Content Assessment Standards
Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: M-3.3 Tell time to the nearest minute and measure time intervals by solving word problems.

KAS Standard 3.MD.1		**KAS Deconstruction**	**Prerequisite Skills**
3	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	**Knowledge** Recognize minute marks on analog clock face and minute position on digital clock face Know how to write time to the minute Tell time to the minute **Reasoning** Compare an analog clock face with a number line diagram Use a number line diagram to add and subtract time intervals in minutes Solve word problems involving addition and subtraction of time intervals in minutes **Performance Skill** Tell time to the minute **Practice Standards** Reason abstractly and quantitatively Use appropriate tools strategically	**Prerequisite Q Taxons** Use relationships between minutes, hours, days, weeks, months, and years to describe time Subtract 2- and 3-digit numbers with regrouping

KAS-KAAP Aligned Content Assessment Standards
Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: M-3.4 Generate measurement data by measuring a variety of lengths to the inch or half-inch using standard units of measurement and show the data on a line plot.

KAS Standard 3.MD.4		**KAS Deconstruction**	**Prerequisite Skills**
3	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	**Knowledge** Define horizontal axis Identify each plot on the line as data or a number of objects **Reasoning** Analyze data from a line plot Determine appropriate unit of measurement Determine appropriate scale for line plot **Performance Skill** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch **Product** Create a line plot where the horizontal scale is marked off in appropriate units – whole numbers, halves or quarters **Practice Standards** Reason abstractly and quantitatively Use appropriate tools strategically Attend to precision	**Prerequisite Q Taxons** Measure lengths in inches/centimeters using appropriate tools and units Represent fractions concretely and symbolically Make reasonable estimate of the number of objects Use benchmark numbers (zero, one-half, one) and models to compare and order fractions

KAS-KAAP Content Assessment Standard: M-3.5 Understand that shapes in different categories may share attributes. Recognize rhombuses, rectangles and squares as examples of quadrilaterals.

KAS Standard 3.G.1		**KAS Deconstruction**	**Prerequisite Skills**
3	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as	**Knowledge** Identify and define rhombuses, rectangles, and squares as examples of quadrilaterals based on their attributes **Reasoning** Describe, analyze, and compare properties of two-dimensional shapes Compare and classify shapes by attributes, sides, and angles Group shapes with shared attributes to define a larger category (e.g., quadrilaterals) **Product** Draw examples of quadrilaterals that do and do not belong to any of the subcategories **Practice Standards** Make sense of problems and persevere in	**Prerequisite Q Taxons** Identify and name: hexagon, trapezoid, parallelogram, and rhombus Identify intersecting, parallel, skew, and perpendicular lines and line segments. Identify midpoints of line segments.

	examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	solving them Reason abstractly and quantitatively Use appropriate tools strategically Attend to precision Look for and make use of structure Look for and express regularity in repeated reasoning	

KAS-KAAP Content Assessment Standard: M-3.6 Partition shapes into equal parts and express each part as a unit fraction of the whole.

KAS Standard 3.G.2		**KAS Deconstruction**	**Prerequisite Skills**
3	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area	**Knowledge** Know that shapes can be partitioned into equal areas Describe the area of each part as a fractional part of the whole **Reasoning** Relate fractions to geometry by expressing the area of part of a shape as a unit fraction of the whole (See 3rd grade introduction) **Practice Standards**	**Prerequisite Q Taxons** Identify equal and unequal measures and regions Model the division of sets into two, three or four equal parts (fair shares)

	of each part as 1/4 of the area of the shape.	Reason abstractly and quantitatively Model with mathematics Attend to precision	