

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: **Reading 4.1 Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology.**

KAS Standard	RL.4	KAS Deconstruction	Prerequisite Skills
4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	<p>Knowledge Recognize words and phrases:</p> <ul style="list-style-type: none"> • In a text • That allude to significant characters found in mythology, in a text <p>Know significant Greek characters and their defining characteristics</p> <p>Reasoning Determine the meaning of words and phrases:</p> <ul style="list-style-type: none"> • As they are used in a text • That allude to significant characters found in mythology as they are used in a text 	
3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>Knowledge Identify literal and nonliteral words and phrases in a text</p> <p>Reasoning Determine the meaning of literal and nonliteral words and phrases as they are used in a text</p>	
2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Rhyming words • Alliteration and other types of figurative language <p>Recognize regular beats and repeated lines in a</p> <ul style="list-style-type: none"> • Story • Poem • Song <p>Recognize rhythm within a</p> <ul style="list-style-type: none"> • Story • Poem • Song <p>Reasoning</p>	

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		<p>Describe how words and phrases supply rhythm or impact meaning, in a:</p> <ul style="list-style-type: none">• Story• Poem• Song	
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1	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Words in stories or poems • Phrases in stories or poems • The various senses <p>Recognize words and phrases that</p> <ul style="list-style-type: none"> • Suggest feelings • Appeal to the senses <p>Reasoning Identify words and phrases in</p> <ul style="list-style-type: none"> • Stories • Poems <p>That:</p> <ul style="list-style-type: none"> • Suggest feelings • Appeal to the senses 	
K	<p>Ask and answer questions about unknown words in a text.</p>	<p>Knowledge Identify unknown words in text</p> <p>Recognize that a question requires an answer</p> <p>Reasoning Formulate a question about unknown words in text</p> <p>Use resources/strategies to answer questions about unknown words in text</p>	

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KAS-KAAP Content Assessment Standard: **Reading 4.2 Determine the meaning of specific words or phrases in text relevant to 4th grade content. RI.4**

KAS Standard RI.4		KAS Deconstruction	Prerequisite Skills
4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • General academic • Domain-specific <p>Words and phrases in a text relevant to a grade 4 topic or subject area</p> <p>Reasoning Determine the meaning of:</p> <ul style="list-style-type: none"> • General academic • Domain-specific <p>Words and phrases in a text relevant to a grade 4 topic or subject area</p>	
3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • General academic • Domain-specific <p>Words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>Reasoning Determine the meaning of:</p> <ul style="list-style-type: none"> • General academic • Domain-specific <p>Words and phrases in a text relevant to a grade 3 topic or subject area</p>	
2	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>Knowledge Identify words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>Reasoning Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</p>	
1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>Knowledge Identify unknown words or words needing clarification in a text Recognize that a question requires an answer</p> <p>Reasoning Ask questions to determine meaning of words and phrases in a text Answer questions that clarify the meaning of words and phrases in a text</p>	

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K	With prompting and support, ask and answer questions about unknown words in a text.	Knowledge Identify unknown words in text Recognize that a questions requires an answer Reasoning Formulate a question about unknown words in a text, with prompting and support Answer questions about unknown words in a text, with prompting and support	
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KAS-KAAP Content Assessment Standard: **Reading 4.3 Determine the main idea of a text and how it is supported by details. RI.2**

KAS Standard RI.2		KAS Deconstruction	Prerequisite Skills
4	Determine the main idea of text and explain how it is supported by key details; summarize the text.	<p>Knowledge Explain how the supporting details determine the main idea of a text Summarize text</p> <p>Reasoning Summarize the text using key details</p>	
3	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>Knowledge Determine the main idea of a text Recount key details of a text</p> <p>Reasoning Explain how the key details support the main idea of a text</p>	
2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p>Knowledge Recognize the main topic of multi-paragraph informational text Identify the focus of specific paragraphs that support the main topic of a text</p>	
1	Identify the main topic and retell key details of a text.	<p>Knowledge Identify the</p> <ul style="list-style-type: none"> • Main topic of a text • Key details of a text <p>Retell key details of a text</p>	
K	With prompting and support, identify the main	<p>Knowledge With prompting and support:</p>	

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	topic and retell key details of a text.	<ul style="list-style-type: none">• Identify the main topic of a text• Identify key details of a text Retell key details of a text	
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KAS-KAAP Content Assessment Standard: **Reading 4.4 Describe a character, setting and event in a story using details from a text. RL.3**

KAS Standard RL.3	KAS Deconstruction	Prerequisite Skills
<p>4 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Knowledge Identify the character, setting and/or events in a story Identify specific details about:</p> <ul style="list-style-type: none"> • Characters • Settings • Events <p>Reasoning Describe:</p> <ul style="list-style-type: none"> • A character’s actions • A character’s thoughts • The setting • Events <p>Based on evidence in the text</p>	
<p>3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>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</p> <p>Reasoning Infer a character’s feelings and/or emotions Analyze a character’s feelings and/or emotions Interpret how a character’s:</p> <ul style="list-style-type: none"> • Traits • Motivations • Feelings <p>Lead to actions Explain how a character’s actions contribute to the sequence of events</p>	
<p>2 Describe how characters in a story respond to major events and challenges.</p>	<p>Knowledge Define:</p> <ul style="list-style-type: none"> • Character • Major events <p>Identify major events or challenges of a story</p> <p>Reasoning</p>	

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		Describe how characters respond to major events and challenges	
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1	Describe characters, settings, and major events in a story, using key details.	<p>Knowledge Define</p> <ul style="list-style-type: none"> • Character • Setting • Major events • Details <p>Identify:</p> <ul style="list-style-type: none"> • Characters • Setting • Major events <p>Using key details</p> <p>Reasoning Describe</p> <ul style="list-style-type: none"> • Characters • Settings • Major events <p>Using key details from text</p>	
K	With prompting and support, identify characters, settings, and major events in a story.	<p>Knowledge With prompting and support:</p> <ul style="list-style-type: none"> • Define <ul style="list-style-type: none"> ○ Character ○ Setting ○ Major events • Identify the <ul style="list-style-type: none"> ○ Character(s) ○ Setting ○ Major events <p>Of a story</p>	

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KAS-KAAP Content Assessment Standard: **Reading 4.5 Determine a theme of a story from details in the text. RL.2**

KAS Standard RL.2	KAS Deconstruction	Prerequisite Skills
<p>4 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Knowledge Apply details of a text to determine the theme of a:</p> <ul style="list-style-type: none"> • Story • Drama • Poem <p>Define “theme” of a”</p> <ul style="list-style-type: none"> • Story • Drama • Poem <p>Reasoning Summarize key ideas and details for the theme of a:</p> <ul style="list-style-type: none"> • Story • Drama • Poem 	
<p>3 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.</p>	<p>Knowledge Recount:</p> <ul style="list-style-type: none"> • Fables from diverse cultures • Folktales from diverse cultures • Myths from diverse cultures <p>Reasoning Determine the:</p> <ul style="list-style-type: none"> • Moral of a fable • Lesson of a folktale • Central message of a myth <p>Determine how the central message, lesson or moral is conveyed through key details in the text</p>	
<p>2 Recount stories, including fables and folktales from diverse cultures, and determine their</p>	<p>Knowledge Identify fables and folktales from diverse cultures Define diverse cultures Recall details from stories (e.g., fables and</p>	

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	central message, lesson or moral.	<p>folktales)</p> <p>Reasoning Recount details of a story (e.g., fables and folktales) Determine the message, lesson or moral of a story (e.g., fables and folktales)</p>	
1	Retell stories, including key details and demonstrate understanding of their central message or lesson.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Key details of a story • Central message/lesson of the story <p>Retell story, including key details</p> <p>Reasoning Apply understanding of their central message or lesson</p> <p>Performance Skill Orally demonstrate understanding of their central message or lesson</p>	
K	With prompting and support, retell familiar stories, including key details.	<p>Knowledge With prompting and support:</p> <ul style="list-style-type: none"> • Identify key details of a story • Retell a familiar story including key details 	

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KAS-KAAP Content Assessment Standard: **Reading 4.6 Interpret and explain how visually, orally, and quantitatively presented information contributes to understanding of the text. RI.7**

KAS Standard RI.7	KAS Deconstruction	Prerequisite Skills
<p>4 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Knowledge Define interpret Recognize text features of nonfiction Read:</p> <ul style="list-style-type: none"> • Graphs • Charts • Diagram • Timelines, etc. <p>Recognize interactive Web elements</p> <p>Reasoning Explain information from:</p> <ul style="list-style-type: none"> • Charts • Diagrams • Graphs • Time lines • Animations • Interactive elements <p>Interpret information that is presented:</p> <ul style="list-style-type: none"> • Visually • Orally • Quantitatively <p>In text or in the Web</p>	
<p>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).</p>	<p>Knowledge Recognize key events</p> <p>Reasoning Demonstrate an understanding of text using information from:</p> <ul style="list-style-type: none"> • Illustrations • Maps • Photographs <p>Demonstrate an understanding of text using information from words that tell:</p> <ul style="list-style-type: none"> • Where • When • Why • How <p>Key events occur</p>	
<p>2 Explain how specific images</p>	<p>Knowledge Identify images in an informational text</p>	

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	(e.g., a diagram, showing how a machine works) contributes to and clarify a text.	<p>Understand the terms:</p> <ul style="list-style-type: none"> • Explain • Contribute • Clarify <p>Reasoning Discuss how specific images add to and clarify informational text</p>	
1	Use the illustrations and details in a text to describe its key ideas.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Details • Key ideas <p>Know how to describe</p> <p>Reasoning Describe:</p> <ul style="list-style-type: none"> • 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 they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>Knowledge Identify illustrations Identify text Define describe</p> <p>Reasoning With prompting and support, describe:</p> <ul style="list-style-type: none"> • People • Places • Things • Ideas <p>That illustrations depict With prompting and support, describe the relationships between illustrations and text</p>	

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KAS-KAAP Content Assessment Standard: W-4.1 Communicate real experiences by orienting the reader, introducing characters, organizing a sequence of events, using descriptions with concrete words to convey experiences, and provide a conclusion.

KAS Standard W.3	KAS Deconstruction	Prerequisite Skills
<p>4</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Knowledge Identify the:</p> <ul style="list-style-type: none"> • Story elements • Structure of a narrative • Use of dialogue and description to develop experiences, events or characters <p>Recognize transitional words used to develop sequence Describe how writers use concrete and sensory details</p> <p>Reasoning Establish a situation, a narrator and/or characters Sequence events logically using transitional words to move the events along Use dialogue and description to develop experiences and events Use concrete and/or sensory details to develop experiences or events Establish conclusions aligned with sequence of events</p> <p>Product Write a narrative to develop real or imagined experiences that:</p> <ul style="list-style-type: none"> • Establishes a situation, a narrator or character(s) • Uses dialogue, description, concrete and sensory details to develop experiences, events and reveal characters • Uses transitional words and phrases • Provides a conclusion 	
<p>3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation</p>	<p>Knowledge Define:</p> <ul style="list-style-type: none"> • Narrator • Character <p>Identify:</p> <ul style="list-style-type: none"> • Story elements • Structure of a narrative • How writers establish a situation • Correct use of dialogue 	

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	<p>and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>	<p>Explain how:</p> <ul style="list-style-type: none"> • Writers use dialogue to develop a narrative • Writers develop characters <p>Identify how temporal words and phrases are used to develop a sequence of events</p> <p>Recognize closure in others' writing</p> <p>Reasoning</p> <p>Establish a situation in writing</p> <p>Formulate appropriate dialogue between characters</p> <p>Develop:</p> <ul style="list-style-type: none"> • Characters through dialogue, actions, thoughts, feelings, as well as responses to situations • Events through dialogue, actions, thoughts and feelings <p>Use temporal words to organize narrative into logical sequence</p> <p>Formulate logical conclusions</p> <p>Performance Skill</p> <p>Product</p> <p>Write a narrative that:</p> <ul style="list-style-type: none"> • Establishes a situation • Introduces a narrator or character(s) • Uses dialogue and descriptions to reveal actions, thoughts, feelings • Uses temporal words and phrases • Includes a sense of closure 	
2	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Knowledge</p> <p>Identify:</p> <ul style="list-style-type: none"> • Components of narrative including beginning and ending • Sequence of events • Details related to event • Temporal words <p>Reasoning</p> <p>Choose relevant details that correspond to a chosen event</p> <p>Reflect on identified event</p> <p>Apply appropriate temporal words in order to signal change of events in narrative</p> <p>Create relevant and elaborated details to support events of narrative</p> <p>Product</p> <p>Write a narrative that:</p>	

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		<ul style="list-style-type: none"> • Recounts a well-elaborated event or short sequence of events • Includes supporting details, temporal words, and a sense of closure 	
1	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Knowledge Choose an experience in which to write Identify:</p> <ul style="list-style-type: none"> • Two or more events of the experience and sequence appropriately • Transitional words • Details, transitions, closure, final thoughts <p>Reasoning Choose relevant details that correspond to chosen event Reflect on identified event Apply appropriate transitional words in order to signal change of events in narrative Create relevant and elaborated details to support events of narrative</p> <p>Product Write a narrative that recounts two or more events and includes:</p> <ul style="list-style-type: none"> • Supporting details • Transitional words • A sense of closure 	
K	<p>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 provide a reaction to what happened</p>	<p>Knowledge Define event Choose a single event to discuss</p> <p>Reasoning Distinguish between relevant and irrelevant details Sequence relevant events React to the event</p> <p>Product Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction</p>	

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KAS-KAAP Content Assessment Standard: W-4.2 Produce clear and organized writing.

KAS Standard W.4		KAS Deconstruction	Prerequisite Skills
4	Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)	<p>Knowledge (The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)</p> <p>Reasoning Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • Task • Purpose • Audience <p>Determine suitable:</p> <ul style="list-style-type: none"> • Idea development strategies • Organization <p>appropriate to task and purpose and audience (additional underpinning reasoning targets are found in Writing Standards 1, 2, 3, 7, 8, 9)</p> <p>Performance Skill (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p> <p>Product Produce a writing piece that is clear and cohesive with:</p> <ul style="list-style-type: none"> • Idea development • Organization <p>appropriate to task, purpose, and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>	
3	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations	<p>Knowledge (The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)</p> <p>Reasoning Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • Task • Purpose <p>with guidance and support Determine suitable:</p> <ul style="list-style-type: none"> • Idea development strategies • Organization <p>appropriate to task and purpose and audience (additional underpinning reasoning targets are found in Writing Standards 1, 2, 3, 7, 8, 9)</p>	

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	for writing types are defined in standards 1-3 above)	<p>Performance Skill (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p> <p>Product Produce a writing piece that is clear and cohesive with:</p> <ul style="list-style-type: none"> • Idea development • Organization <p>appropriate to task, purpose, and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>	
2	Begins in grade 3		
1	Begins in grade 3		
K	Begins in grade 3		

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KAS-KAAP Content Assessment Standard: W-4.3 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, and revising.

KAS Standard	W.5	KAS Deconstruction	Prerequisite Skills
4	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)</p>	<p>Knowledge With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • Plan • Revise • Edit • Rewrite • Try a new approach <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 4 on page 28 & 29)</p> <p>Reasoning With some guidance and support from peers and adults, students develop and strengthens writing by:</p> <ul style="list-style-type: none"> • Planning • Revising • Editing • Rewriting • Trying a new approach 	
3	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p>	<p>Knowledge With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • Plan • Revise • Edit • Rewrite • Try a new approach <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 3)</p> <p>Reasoning With some guidance and support from peers and adults, students develop and strengthens writing by:</p> <ul style="list-style-type: none"> • Planning • Revising • Editing • Rewriting • Trying a new approach • 	
2	With guidance and	Knowledge	

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	<p>support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>With guidance and support from adults and peers, students recognize how to:</p> <ul style="list-style-type: none"> • Focus on a topic • Revise and edit <p>Reasoning With guidance and support from peers and adults, students strengthen writing as needed by:</p> <ul style="list-style-type: none"> • Revising • Editing 	
1	<p>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.</p>	<p>Knowledge With guidance and support from adults, students recognize how to:</p> <ul style="list-style-type: none"> • Focus on a topic • Respond to questions and suggestions from peers • Add details to strengthen writing as needed <p>Reasoning With guidance and support from adults, students develop writing as needed by:</p> <ul style="list-style-type: none"> • Focusing on a topic • Responding to questions and suggestions from peers • Adding details to strengthen writing as needed 	
K	<p>With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Knowledge With guidance and support from adult, students should recognize:</p> <ul style="list-style-type: none"> • How to respond to questions and suggestions from peers • How to add details to strengthen writing as needed <p>Reasoning With guidance and support from adults students develop writing as needed by:</p> <ul style="list-style-type: none"> • Responding to questions and suggestions from peers • Adding details to strengthen writing as needed <p>Performance Skill</p> <p>Product</p>	

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KAS-KAAP Content Assessment Standard: W-4.4 With some guidance and support from adults, use technology, including the Internet, to produce writing as well as to interact and collaborate with others.

KAS Standard W.6	KAS Deconstruction	Prerequisite Skills
<p>4</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Knowledge With some guidance and support:</p> <ul style="list-style-type: none"> • Use keyboarding skills • Know how to use word processing to produce and publish writing • Know how to use the Internet to communicate with others <p>Reasoning With some guidance and support:</p> <ul style="list-style-type: none"> • Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others <p>Performance Skill With some guidance and support:</p> <ul style="list-style-type: none"> • Use technology, including the Internet, to develop, revise, edit, and publish writing • Use technology to communicate and collaborate with others • Use keyboarding skills to type one page or more in a single sitting 	
<p>3</p> <p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Knowledge With guidance and support:</p> <ul style="list-style-type: none"> • Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools) • know how to use technology to produce writing and to interact with others • Know how to use technology to edit and revise writing <p>Reasoning With guidance and support:</p> <ul style="list-style-type: none"> • Select appropriate technology 	

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		<p>tools that fit the intended audience and purpose</p> <p>Performance Skill With guidance and support:</p> <ul style="list-style-type: none"> • Perform keyboarding skills • Use technology to develop, revise, edit, and publish writing • Use technology to interact and collaborate with others 	
2	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>Knowledge With guidance and support:</p> <ul style="list-style-type: none"> • Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools) <p>Reasoning With guidance and support:</p> <ul style="list-style-type: none"> • Choose digital tools for producing and publishing writing <p>Performance Skill With guidance and support:</p> <ul style="list-style-type: none"> • Use technology to produce and publish writing individually and with peers 	
1	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>Knowledge With guidance and support:</p> <ul style="list-style-type: none"> • Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools) <p>Reasoning With guidance and support:</p> <ul style="list-style-type: none"> • Choose digital tools for producing and publishing writing <p>Performance Skill With guidance and support:</p> <ul style="list-style-type: none"> • Use technology to produce and publish writing individually and with peers 	
K	With guidance and support from adults, explore a variety of digital tools to produce and	<p>Knowledge With guidance and support:</p> <ul style="list-style-type: none"> • Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools) 	

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	publish writing, including in collaboration with peers.	<p>Reasoning With guidance and support:</p> <ul style="list-style-type: none">• Choose digital tools for producing and publishing writing <p>Performance Skill With guidance and support:</p> <ul style="list-style-type: none">• Use technology to produce and publish writing individually and with peers	
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KAS-KAAP Content Assessment Standard: W-4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

KAS Standard W.7		KAS Deconstruction	Prerequisite Skills
4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>Knowledge Conduct short research projects</p> <p>Reasoning Conduct short research projects that investigate different aspects of a topic</p>	
3	Conduct short research projects that build knowledge about a topic.	<p>Knowledge Conduct shared research using various sources and tools</p> <p>Reasoning Examine information gathered during shared research Discriminate between relevant and irrelevant information Participate in short research projects to gain knowledge of a specific topic</p>	
2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<p>Knowledge Apply sources and tools to conduct shared research on a single topic</p> <p>Reasoning Organize relevant information on a topic (e.g., share information, produce a report) Participate in shared research and writing projects</p>	
1	Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions).	<p>Knowledge Conduct shared research using various sources and tools Explore the format of a variety of texts (e.g., 'how to')</p> <p>Reasoning Determine appropriate sources and tools to conduct shared research Distinguish the format of a variety of texts Participate in shared research and writing projects</p>	
K	Participate in	Knowledge	

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	shared research and writing projects(e.g. explore a number of books by a favorite author and express opinions about them)	Identify sources and tools for shared research Reasoning Determine and apply appropriate sources and tools to conduct shared research Participate in shared research and writing projects	
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KAS-KAAP Content Assessment Standard: W-4.6 Recall relevant information from experiences or gather information from print and digital sources and categorize information.

KAS Standard W.8	KAS Deconstruction	Prerequisite Skills
4	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. Knowledge Identify relevant information in a passage Recall and gather relevant information from experience Take notes Provide source list Reasoning Gather relevant information from print and digital sources Categorize information Distinguish between relevant and irrelevant information	
3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Knowledge Recognize print and digital sources Gather information from print and digital sources Provide brief notes from sources Reasoning Sort evidence from sources into provided categories	
2	Recall information from experiences or gather information from provided sources to answer a Knowledge Recall information Gather information from sources Reasoning Answer a question: <ul style="list-style-type: none"> • Recalling information from 	

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	question.	<p>experiences</p> <ul style="list-style-type: none"> • Using information from a provided source or multiple sources • 	
1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Experience • Source <p>Reasoning Gather information from more than one source to answer a question With guidance and support:</p> <ul style="list-style-type: none"> • Answer a question using information from experience • Answer a question using information from a provided source 	
K	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Experience • Source <p>Reasoning Gather information from more than one source to answer a question</p> <p>Performance Skill With guidance and support:</p> <ul style="list-style-type: none"> • Answer a question using information from experience • Answer a question using information from a provided source 	

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KAS-KAAP Content Assessment Standard: M-4.1 Multiply and divide to solve word problems.

KAS Standard 4.OA.2	KAS Deconstruction	Prerequisite Skills
<p>4 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>Knowledge Multiply or divide to solve word problems Describe multiplicative comparison Describe additive comparison</p> <p>Reasoning Determine appropriate operation and solve word problems involving multiplicative comparison Determine and use a variety of representations to model a problem involving multiplicative comparison Distinguish between multiplicative comparison and additive comparison (repeated addition)</p> <p>Practice Standards Make sense of problems and persevere in solving them Reason abstractly and quantitatively</p>	<p>Prerequisite Q Taxons Write addition and subtraction sentences to represent a word problem</p>

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KAS-KAAP Content Assessment Standard: M-4.2 Generate a number pattern that follows a given rule. Identify apparent features of the pattern.

	KAS Standard 4.OA.5	KAS Deconstruction	Prerequisite Skills
4	<p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p>	<p>Knowledge Identify a number or shape pattern</p> <p>Reasoning Generate a number or shape pattern that follows a given rule Analyze a pattern to determine features not apparent in the rule (always odd or even, alternates between odd and even, etc.)</p> <p>Practice Standards Reason abstractly and quantitatively Construct viable arguments and critique the reasoning of others Look for and make use of structure Look for and express regularity in repeated reasoning</p>	<p>Prerequisite Q Taxons Use multiplication facts through 144</p>

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KAS-KAAP Content Assessment Standard: M-4.3 Within the following systems of measurement, express measurement of time and length as larger and smaller units and record measurement equivalents in a two column table.

KAS Standard	KAS Deconstruction	Prerequisite Skills
4.MD.1		
4	<p>Knowledge Know relative size of measurement units (km, m; kg, g; lb, oz; L, mL; hrs, min, sec)</p> <p>Reasoning Compare the different units within the same system of measurement (e.g., 1 ft = 12 in; 1 lb = 16 oz) Convert larger units of measurement within the same system to smaller units and record conversions in a 2-column table</p> <p>Practice Standards Reason abstractly and quantitatively Look for and make use of structure</p>	<p>Prerequisite Q Taxons Estimate, measure, and compare capacity using appropriate tools and units Estimate, measure, and compare length using appropriate tools and units Multiply 2- and 3-digit whole numbers by a 1-digit whole number or a 2-digit multiple of 1- Estimate, measure, and compare weight using appropriate tools and units Determine the area of rectangles, square, and composite figures using nonstandard units, grids, and standard units Use proportional reasoning to solve problems Extend patterns that are generated from multiple rules Estimate and solve division problems with 2- and 3-digit divisors; explain solution</p>
<p>Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in.</p>		

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	Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),		
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KAS-KAAP Content Assessment Standard: M-4.4 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

	KAS Standard 4.MD.3	AS Deconstruction	Prerequisite Skills
4=	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	<p>Knowledge Know that the formula for the perimeter of a rectangle is $2L+2W$ or $L+L+W+W$ Know that the formula for the area of a rectangle is $L \times W$</p> <p>Reasoning Apply the formula for perimeter or a rectangle to solve real world and mathematical problems Apply the formula for area of a rectangle to solve real world and mathematical problems Solve area and perimeter problems in which there is an unknown factor (n)</p> <p>Practice Standards Make sense of problems and</p>	<p>Prerequisite Q Taxons Use the commutative and associative properties to simplify numerical expressions Model multiplication in a variety of ways including repeated addition, rectangular arrays, and skip counting Multiply 2- and 3-digit whole numbers by a 1-digit whole number or a 2-digit multiple of 10</p>

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		<p>persevere in solving them Model with mathematics Attend to precision</p>	
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KAS-KAAP Content Assessment Standard: M-4.5 Identify points, lines, perpendicular lines, parallel lines and right, acute and obtuse angles in two dimensional figures.

KAS Standard 4.G.1	KAS Deconstruction	Prerequisite Skills
<p>4 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures.</p>	<p>Knowledge Draw points, lines, line segments, rays, angles, (right, acute, obtuse), and perpendicular and parallel lines</p> <p>Reasoning Analyze two-dimensional figures to identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines</p> <p>Practice Standards Look for and make use of structure</p>	<p>Prerequisite Q Taxons Use manipulatives, pictorial representations, and appropriate vocabulary (e.g., face, edge, vertex, and base) to identify and compare properties of solid figures</p>

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KAS-KAAP Content Assessment Standard: M-4.6 Classify two-dimensional figures based on perpendicular lines, parallel lines and angle measure.

KAS Standard	4.G.2	KAS Deconstruction	Prerequisite Skills
4	Classify two-dimensional figures based on the presence or absence of parallel or	Knowledge Identify parallel or perpendicular lines in two dimensional figures Recognize acute, obtuse, and right angles Identify right triangles	Prerequisite Q Taxons Identify intersecting, parallel, skew, and perpendicular lines and line segments. Identify midpoints of line segments Use manipulatives, pictorial representation, and appropriate vocabulary (e.g., polygon, side, angle, vertex, diameter) to identify and compare properties of plane figures Identify angles (acute, right, obtuse, and straight)

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	perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles	<p>Reasoning Classify two-dimensional figures based on parallel or perpendicular lines and size of angles Classify triangles as right triangles or not right</p> <p>Practice Standards Look for and make use of structure</p>	Identify the number of lines of symmetry in a figure
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