

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 5.1 Determine the meaning of specific words or phrases in text relevant to 5th grade content. RI.4

KAS Standard RI.4		KAS Deconstruction	Prerequisite Skills
5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 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 5 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 5 topic or subject area</p>	
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>	

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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>	
K	With prompting and support, ask and answer questions about unknown words in a text.	<p>Knowledge Identify unknown words in text Recognize that a questions requires an answer</p> <p>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</p>	

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KAS-KAAP Content Assessment Standard: Reading 5.2 Determine the meaning of figurative language as it is used in text.

KAS Standard RL.4		KAS Deconstruction	Prerequisite Skills
5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>Knowledge Recognize examples of figurative language in text, such as similes and metaphors</p> <p>Reasoning Determine the: Meaning of words and phrases in texts Figurative meaning of words and phrases, including metaphors and similes, as used in a text</p>	
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 alludes to significant character 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: As they are used in a text That allude to significant characters found in mythology as they are used in a text</p>	
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,	<p>Knowledge Identify: Rhyming words Alliteration and other types of figurative language Recognize regular beats and repeated lines in a:</p> <ul style="list-style-type: none"> • Story 	

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

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KAS-KAAP Content Assessment Standard: Reading 5.3 Determine a theme of a story from details in a text including how characters in a story respond to challenges. RL.2

KAS Standard RL.2	KAS Deconstruction	Prerequisite Skills
5	<p>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.</p>	
4	<p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	
3	<p>Recount stories, including fables, folktales, and myths from</p>	

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	diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> • 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>	
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	<p>Knowledge Identify fables and folktales from diverse cultures Define diverse cultures Recall details from stories (e.g., fables and 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 5.4 Determine two main ideas of a text and how they are by key details. RI.2

KAS Standard RI.2		KAS Deconstruction	Prerequisite Skills
5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p>Knowledge Explain how the supporting details of a text determine the main ideas Summarize text</p> <p>Reasoning Determine two or more ideas of a text Explain how multiple ideas are supported by key ideas Summarize the multiple ideas of a text using key details</p>	
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,	<p>Knowledge With prompting and support:</p>	

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	identify the main 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 5.5 Compare and contrast two characters, setting and events in a story. RL.3

KAS Standard RL.3	KAS Deconstruction	Prerequisite Skills
<p>5 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Knowledge Define terms: compare and contrast Identify specific details that describe:</p> <ul style="list-style-type: none"> • Characters • Settings • Events <p>In a story or drama Identify similarities of two or more:</p> <ul style="list-style-type: none"> • Characters • Settings • Events <p>In a story or drama</p> <p>Reasoning Compare two or more:</p> <ul style="list-style-type: none"> • Characters • Settings events <p>In a text using specific details from a text Contrast two or more:</p> <ul style="list-style-type: none"> • Characters • Settings • Events <p>In a text using specific details from a text</p>	
<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>	

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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>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: <ul style="list-style-type: none"> • Traits • Motivations • Feelings Lead to actions Explain how a character’s actions contribute to the sequence of events</p>	
2	Describe how characters in a story respond to major events and challenges.	<p>Knowledge Define: <ul style="list-style-type: none"> • Character • Major events Identify major events or challenges of a story</p> <p>Reasoning Describe how characters respond to major events and challenges</p>	
1	Describe characters, settings, and major events in a story, using key details.	<p>Knowledge Define <ul style="list-style-type: none"> • Character • Setting • Major events • Details Identify: <ul style="list-style-type: none"> • Characters • Setting • Major events Using key details</p> <p>Reasoning Describe <ul style="list-style-type: none"> • Characters • Settings • Major events Using key details from text</p>	
K	With prompting and support, identify	<p>Knowledge With prompting and support: <ul style="list-style-type: none"> • Define </p>	

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characters, settings, and major events in a story.	<ul style="list-style-type: none"> ○ Character ○ Setting ○ Major events <ul style="list-style-type: none"> ● 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 5.6 Determine the relationships between two events or ideas in an historical, scientific or technical text. RI.3

KAS Standard RI.3	KAS Deconstruction	Prerequisite Skills
5 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.	<p>Knowledge Define:</p> <ul style="list-style-type: none"> ● Relationships ● Interactions <p>Reasoning Explain the relationships or interactions between two or more:</p> <ul style="list-style-type: none"> ● Individuals ● Events ● Ideas ● Concepts <p>In multiple types of informational text Use specific information from text to support the relationship identified between:</p> <ul style="list-style-type: none"> ● Individuals ● Ideas ● Concepts <p>In multiple types of informational text</p>	
4 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.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> ● Events ● Procedures ● Ideas ● Concepts <p>In an informational text</p> <p>Reasoning Explain why the:</p> <ul style="list-style-type: none"> ● Events ● Procedures ● Ideas ● Concepts <p>In an informational text occurred Use specific information in the text to</p>	

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		support explanation	
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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.	<p>Knowledge Define and use terms pertaining to:</p> <ul style="list-style-type: none"> • Time • Sequence • Relationship • Cause and effect <p>Identify relationships within text</p> <p>Reasoning Describe the relationship that occurs in a text between:</p> <ul style="list-style-type: none"> • Historical events • Scientific ideas or concepts • The steps from a procedure <p>Describe the sequence of events using language that pertains to:</p> <ul style="list-style-type: none"> • Time • Sequence • Cause/effect 	
2	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • The historical events that occurred in a text • Scientific ideas or concepts that occur in a text • The steps in a procedure <p>Reasoning Describe the connection that occurs in a text between a series of:</p> <ul style="list-style-type: none"> • Historical events • Scientific ideas or concepts • The steps from a procedure 	
1	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Key details about an individual discussed in an informational text • Details about events or ideas in an informational text <p>Reasoning</p>	

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		<p>Describe the connections made between two:</p> <ul style="list-style-type: none"> • Individuals • Events • Ideas • Pieces of information <p>In a text</p>	
K	<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Knowledge With prompting and support:</p> <ul style="list-style-type: none"> • Identify key details about an individual discussed in an informational text • Identify details about events or ideas in a text <p>Reasoning With prompting and support:</p> <ul style="list-style-type: none"> • Discuss how two <ul style="list-style-type: none"> ○ Individuals ○ Events ○ Ideas ○ Pieces of information • In a text connect • Identify a relationship between elements in informational piece 	

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KAS-KAAP Content Assessment Standard: W-5.1 Communicate real experiences by orienting the reader, introducing characters, organizing a sequence of events naturally, using dialogue with concrete words and phrases to convey experiences, and provide a conclusion.

KAS Standard W.3	KAS Deconstruction	Prerequisite Skills
<p>5</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 narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of character to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses 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 follow from the narrated experiences or events.</p>	<p>Knowledge Describe the:</p> <ul style="list-style-type: none"> • Use of story elements in narrative • Characteristics of narrative <p>Explain how the:</p> <ul style="list-style-type: none"> • Sequence of events affects the story’s conclusion • Transitional words, phrases and clauses advance the sequence of events <p>Describe narrative techniques such as:</p> <ul style="list-style-type: none"> • Dialogue • Description • Pacing, etc <p>Reasoning Establish a situation, a narrator and/or characters Organize story events to determine logical sequence that results in a conclusion Use a variety of transitions to move the events along Use dialogue and descriptions to develop experiences and events Use concrete and/or sensory details to develop experiences or events Develop characters through:</p> <ul style="list-style-type: none"> • Dialogue • Description • Actions • Reactions <p>Product Write a narrative that effectively:</p> <ul style="list-style-type: none"> • Establishes a situation • Uses techniques such as dialogue and description to develop experiences, events characters • Utilizes appropriate transitional words/phrases • Includes sensory details • Leads to a conclusion 	
<p>4</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive</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 	

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	<p>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>experiences, events or characters</p> <p>Recognize transitional words used to develop sequence</p> <p>Describe how writers use concrete and sensory details</p> <p>Reasoning</p> <p>Establish a situation, a narrator and/or characters</p> <p>Sequence events logically using transitional words to move the events along</p> <p>Use dialogue and description to develop experiences and events</p> <p>Use concrete and/or sensory details to develop experiences or events</p> <p>Establish conclusions aligned with sequence of events</p> <p>Product</p> <p>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
3	<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 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</p>	<p>Knowledge</p> <p>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 <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

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	<p>event order. D. Provide a sense of closure.</p>	<p style="text-align: center;">feelings</p> <p>Use temporal words to organize narrative into logical sequence Formulate logical conclusions</p> <p>Performance Skill</p> <p>Product 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 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 Choose relevant details that correspond to a chosen event Reflect on identified event Apply appropriate temporal 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:</p> <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</p>

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		<p>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>	

KAS-KAAP Content Assessment Standard: W-5.2 Produce clear and organized writing in which the development is appropriate to task.

KAS Standard W.4		KAS Deconstruction	Prerequisite Skills
5	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p>	<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 coherent with:</p> <ul style="list-style-type: none"> • Idea development 	

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		<ul style="list-style-type: none"> • Organization <p>appropriate to task, purpose, and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>	
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-5.3 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and rewriting.

KAS Standard W.5	KAS Deconstruction	Prerequisite Skills
<p>5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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 5 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 	
<p>4 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 	

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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	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Knowledge 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 	

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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-5.4 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes.

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

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	question.	<p>Answer a question:</p> <ul style="list-style-type: none"> • Recalling information from experiences • 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: W-5.5 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.

KAS Standard W.6		KAS Deconstruction	Prerequisite Skills
5	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 two pages in a single setting.	<p>Knowledge With some guidance and support:</p> <ul style="list-style-type: none"> • Use keyboarding skills • Know how to use technology software 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 produce and publish writing • Use technology to interact and collaborate with others • Use keyboarding skills to type two or more pages in a single sitting 	
4	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	<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 	

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	page in a single sitting.	<ul style="list-style-type: none"> Use technology to communicate and collaborate with others Use keyboarding skills to type one page or more in a single sitting 	
3	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>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 tools that fit the intended audience and purpose <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	<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 	

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	with peers.	<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 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 	

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KAS-KAAP Content Assessment Standard: W-5.6 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

KAS Standard W.7		KAS Deconstruction	Prerequisite Skills
5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p>Knowledge Identify the:</p> <ul style="list-style-type: none"> • Various research sources • Different aspects of a topic <p>Reasoning Discriminate between various research sources (i.e., atlas, map, encyclopedia, internet) Compare/contrast information from various research sources Interpret information derived from various sources Participate in short research and writing projects Conduct investigations on different aspects of a topic Question information to build knowledge of a topic</p>	
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	<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)</p>	

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	produce a report; record science observations).	Participate in shared research and writing projects	
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 shared research and writing projects(e.g. explore a number of books by a favorite author and express opinions about them)	<p>Knowledge Identify sources and tools for shared research</p> <p>Reasoning Determine and apply appropriate sources and tools to conduct shared research Participate in shared research and writing projects</p>	

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KAS-KAAP Content Assessment Standard: M-5.1 Use place value understanding to round decimals to any place.

KAS Standard 5.NBT.4	KAS Deconstruction	Prerequisite Skills
5 Use place value understanding to round decimals to any place.	<p>Knowledge Use knowledge of base ten and place value to round decimals to any place</p> <p>Practice Standards Attend to precision Look for and make use of structure</p>	<p>Prerequisite Q Taxons Identify the place value of each digit in a multi-digit numeral to the thousandths place</p>

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KAS-KAAP Content Assessment Standard: M-5.2 Solve real world problems involving multiplication of fractions.

KAS Standard	KAS Deconstruction	Prerequisite Skills
5.NF.6 5 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Knowledge Represent word problems involving multiplication of fractions and mixed numbers (e.g., by using visual fraction models or equations to represent the problem) Reasoning Solve real word problems involving multiplication of fractions and mixed numbers Practice Standards Reason abstractly and quantitatively Model with mathematics	Prerequisite Q Taxons Write and simplify equivalent fractions Find the fractional part of a whole number with and without models and pictures Model and identify mixed numbers and their equivalent improper fractions Identify additive inverses (opposites) and multiplicative inverses (reciprocals, including zero)

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KAS-KAAP Content Assessment Standard: M-5.3 Generate two real world numerical patterns using two given rules. Form ordered pairs and graph the pairs on a coordinate plane.

	KAS Standard 5.OA.3	KAS Deconstruction	Prerequisite Skills
5	<p>Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting</p>	<p>Knowledge Generate two numerical patterns using two given rules Form ordered pairs consisting of corresponding terms for the two patterns Graph generate ordered pairs on a coordinate plane</p> <p>Reasoning Analyze and explain the relationships between corresponding terms in the two numerical patterns</p> <p>Practice Standards Make sense of problems and persevere in solving them Reason abstractly and quantitatively Model with mathematics Look for and make use of structure</p>	<p>Prerequisite Q Taxons Find the value of a variable in a number sentence Use the distributive property to simplify numerical expressions Find the fractional part of a whole number with and without models and pictures Construct or complete a table of values to solve problems associated with a given relationship Evaluate algebraic expressions</p>

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	<p>sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p>		
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KAS-KAAP Content Assessment Standard: M-5.4 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane.

KAS Standard 5.G.2	KAS Deconstruction	Prerequisite Skills
5 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	<p>Knowledge Graph points in the first quadrant</p> <p>Reasoning Represent real world and mathematical problems by graphing points in the first quadrant Interpret coordinate values or points in real world context and mathematical problems</p> <p>Practice Standards Reason abstractly and quantitatively Look for and make use of structure</p>	<p>Prerequisite Q Taxons Locate points on a number line</p>

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KAS-KAAP Content Assessment Standard: M-5.5 Measure volume by counting unit cubes, using cubic in., cubic ft., and improvised units.

	KAS Standard 5.MD.4	KAS Deconstruction	Prerequisite Skills
5	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	<p>Knowledge Measure volume by counting unit cubes, cubic cm, cubic in, cubic ft, and improvised units.</p> <p>Practice Standards Model with mathematics Use appropriate tools strategically Attend to precision Look for and make use of structure Look for and express regularity in repeated reasoning</p>	<p>Prerequisite Q Taxons Determine the area of rectangles, squares and composite figures using nonstandard units, grids and standard units</p>

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KAS-KAAP Content Assessment Standard: M-5.6 Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category.

	KAS Standard 5.G.3	KAS Deconstruction	Prerequisite Skills
5	Understand that attributes belonging to a category of two dimensional figures also	<p>Knowledge Recognize that some two-dimensional shapes can be classified into more than one category based on their attributes Recognize if a two-dimensional shape is classified into a category, that it belongs to all</p>	<p>Prerequisite Q Taxons Identify intersecting, parallel, skew, and perpendicular lines and line segments. Identify midpoints of line segments Identify angles (acute, right, obtuse and straight)</p>

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	<p>belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p>subcategories of that category.</p> <p>Practice Standards Attend to precision Look for and make use of structure</p>	
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