

## KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

**KAS-KAAP Content Assessment Standard: Reading 6.1 Determine the meaning of figurative and connotative works and phrases as they are used in text. RI.4**

KAS Standard RI.4	KAS Deconstruction	Prerequisite Skills
<p>6 Determine the meanings of words and phrases as they are used in a text including figurative, connotative, and technical meanings.</p>	<p><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• Words and phrases</li> <li>• Figurative words and phrases</li> <li>• Connotative words and phrases</li> <li>• Technical words and phrases</li> </ul> <p>In a text</p> <p><b>Reasoning</b> Determine the meanings of words and phrases, including the:</p> <ul style="list-style-type: none"> <li>• Figurative</li> <li>• Connotative</li> <li>• Technical</li> </ul> <p>Meanings of words and phrases as they are used in a text</p>	
<p>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>	<p><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• General academic</li> <li>• Domain-specific</li> </ul> <p>Words and phrases in a text relevant to a grade 5 topic or subject area</p> <p><b>Reasoning</b> Determine the meaning of:</p> <ul style="list-style-type: none"> <li>• General academic</li> <li>• Domain-specific</li> </ul> <p>Words and phrases in a text relevant to a grade 5 topic or subject area</p>	
<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>	<p><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• General academic</li> <li>• Domain-specific</li> </ul> <p>Words and phrases in a text relevant to a grade 4 topic or subject area</p> <p><b>Reasoning</b> Determine the meaning of:</p> <ul style="list-style-type: none"> <li>• General academic</li> <li>• Domain-specific</li> </ul>	

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		Words and phrases in a text relevant to a grade 4 topic or subject area	
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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><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• General academic</li> <li>• Domain-specific</li> </ul> <p>Words and phrases in a text relevant to a grade 3 topic or subject area</p> <p><b>Reasoning</b> Determine the meaning of:</p> <ul style="list-style-type: none"> <li>• General academic</li> <li>• Domain-specific</li> </ul> <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><b>Knowledge</b> Identify words and phrases in a text relevant to a grade 2 topic or subject area</p> <p><b>Reasoning</b> 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><b>Knowledge</b> Identify unknown words or words needing clarification in a text Recognize that a question requires an answer</p> <p><b>Reasoning</b> 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><b>Knowledge</b> Identify unknown words in text Recognize that a questions requires an answer</p> <p><b>Reasoning</b> Formulate a question about unknown words in a text, with prompting and support</p>	

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		Answer questions about unknown words in a text, with prompting and support	
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**KAS-KAAP Content Assessment Standard: Reading 6.2 Determine a theme of a text and how it is conveyed through details; provide a summary. RL.2**

KAS Standard RL.2	KAS Deconstruction	Prerequisite Skills
<p>6 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>Knowledge</b> Define:</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• And understand the central idea of a text</li> </ul> <p>Identify supporting details of the main idea or theme of a text Summarize a text based on facts</p> <p><b>Reasoning</b> Analyze supporting details used to determine theme or central idea Distinguish between textual facts and opinions Formulate a summary based on facts from the text</p>	
<p>5 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>	<p><b>Knowledge</b> Determine the theme of a:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Drama</li> <li>• Poem</li> </ul> <p>Using details in the text Summarize the text</p> <p><b>Reasoning</b> Explain how characters in a story or drams respond to challenges Explain how the speaker in a poem reflects upon a topic Summarize the key ideas and details of a:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Drama</li> <li>• Poem</li> </ul> <p>Including how characters respond to challenges or how the speaker in a poem reflects upon a topic</p>	
<p>4 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>Knowledge</b> Apply details of a text to determine the theme of a:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Drama</li> <li>• Poem</li> </ul> <p>Define 'theme' of a:</p>	

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		<ul style="list-style-type: none"> <li>• Story</li> <li>• Drama</li> <li>• Poem</li> </ul> <p><b>Reasoning</b> Summarize key ideas and details for the theme of a:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Drama</li> <li>• Poem</li> </ul>	
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><b>Knowledge</b> Recount</p> <ul style="list-style-type: none"> <li>• Fables from diverse cultures</li> <li>• Folktales from diverse cultures</li> <li>• Myths from diverse cultures</li> </ul> <p><b>Reasoning</b> Determine the:</p> <ul style="list-style-type: none"> <li>• Moral of a fable</li> <li>• Lesson of a folktale</li> <li>• Central message of a myth</li> </ul> <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><b>Knowledge</b> Identify fables and folktales from diverse cultures Define diverse cultures Recall details from stories (e.g., fables and folktales)</p> <p><b>Reasoning</b> Recount details of a story (e.g., fables and folktales) Determine the meaning, 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><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• Key details of a story</li> <li>• Central message/lesson of the story</li> </ul> <p>Retell story, including key details</p> <p><b>Reasoning</b> Apply understanding of their central message or lesson</p>	

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K	With prompting and support, retell familiar stories, including key details.	<b>Knowledge</b> With prompting and support: <ul style="list-style-type: none"><li>• Identify key details of a story</li><li>• Retell a familiar story including key details</li></ul>	

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**KAS-KAAP Content Assessment Standard: Reading 6.3 Determine the meaning and impact of figurative and connotative words and phrases as they are used in a text.**

KAS Standard RL.4	KAS Deconstruction	Prerequisite Skills	
6	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>Knowledge</b> Identify words and phrases including:</p> <ul style="list-style-type: none"> <li>• Figurative</li> <li>• Connotative</li> </ul> <p>As used in a text Identify tone in a text</p> <p><b>Reasoning</b> Interpret the meaning of words and phrases including:</p> <ul style="list-style-type: none"> <li>• Figurative meanings</li> <li>• Connotative meanings</li> </ul> <p>As they are used in a text Analyze the impact of word choice on meaning Analyze the impact of word choice on tone</p>	
5	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><b>Knowledge</b> Recognize examples of figurative language in text, such as similes and metaphors</p> <p><b>Reasoning</b> 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	<p>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>	<p><b>Knowledge</b> Recognize words and phrases</p> <ul style="list-style-type: none"> <li>• In a text</li> <li>• That alludes to significant character found in mythology in a text</li> </ul> <p>Know significant Greek characters and their defining characteristics</p> <p><b>Reasoning</b> Determine the meaning of words and phrases: As they are used in a text That allude to significant characters</p>	

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		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><b>Knowledge</b> Identify literal and nonliteral words and phrases in a text</p> <p><b>Reasoning</b> 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><b>Knowledge</b> 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"> <li>• Story</li> <li>• Poem</li> <li>• Song</li> </ul> <p>Recognize rhythm within a:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Poem</li> <li>• Song</li> </ul> <p><b>Reasoning</b> Describe how words and phrases supply rhythm or impact meaning in a:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Poem</li> <li>• Song</li> </ul>	
1	Identify words and phrases in a stories or poems that suggest feelings or appeal to the senses.	<p><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• Words in stories or poems</li> <li>• Phrases in stories or poems</li> <li>• The various senses</li> </ul> <p>Recognize words and phrases that:</p> <ul style="list-style-type: none"> <li>• Suggest feelings</li> <li>• Appeal to the senses</li> </ul> <p><b>Reasoning</b> Identify words and phrases in</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Poems</li> </ul> <p>That:</p> <ul style="list-style-type: none"> <li>• Suggest feelings</li> <li>• Appeal to the senses</li> </ul>	

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K	Ask and answer questions about unknown words in a text.	<b>Knowledge</b> Identify unknown words in text Recognize that a questions requires an answer  <b>Reasoning</b> 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 6.4 Determine a central idea of a text, how it is conveyed through details, and provide a summary. RI.2**

KAS Standard RI.2		KAS Deconstruction	Prerequisite Skills
6	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• Central idea of a text</li> <li>• Supporting details of a text</li> </ul> <p>Define and understand the influence of personal opinion and judgment when reading a text</p> <p><b>Reasoning</b> Analyze text to determine the central idea and supporting details Recognize particular details used to support the central idea of a text Provide a non-biased summary based on the text</p>	
5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p><b>Knowledge</b> Explain how the supporting details of a text determine the main ideas Summarize text</p> <p><b>Reasoning</b> 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><b>Knowledge</b> Explain how the supporting details determine the main idea of a text Summarize text</p> <p><b>Reasoning</b> 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><b>Knowledge</b> Determine the main idea of a text Recount key details of a text</p> <p><b>Reasoning</b> 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	<p><b>Knowledge</b> Recognize the main topic of multi-paragraph informational text Identify the focus of specific paragraphs that support the main topic of a text</p>	

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	the text.		
1	Identify the main topic and retell key details of a text.	<b>Knowledge</b> Identify the <ul style="list-style-type: none"> <li>• Main topic of a text</li> <li>• Key details of a text</li> </ul> Retell key details of a text	
K	With prompting and support, identify the main topic and retell key details of a text.	<b>Knowledge</b> With prompting and support: <ul style="list-style-type: none"> <li>• Identify the main topic of a text</li> <li>• Identify key details of a text</li> </ul> Retell key details of a text	

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**KAS-KAAP Content Assessment Standard:**      **Reading 6.5 Determine an author’s purpose and explain how it is conveyed in a text.      RI.6**

KAS Standard RI.6	KAS Deconstruction	Prerequisite Skills
<p>6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>Knowledge</b> Recognize strategies authors use to develop point of view (e.g., revealing character’s thoughts and actions, dialogue, what other characters say or think about that character) Identify details or examples in a text where the author develops the point of view of the narrator or the speaker</p> <p><b>Reasoning</b> Compare and contrast point of view of the narrator or characters in a text Analyze how the author develops these different points of view</p>	
<p>5 Describe how a narrator’s or speaker’s point of view influences how events are described</p>	<p><b>Knowledge</b> Define influences Identify narrator’s or speaker’s point of view Describe narrator’s or speaker’s point of view Identify relevant events</p> <p><b>Reasoning</b> Infer the characteristics of the narrator or speaker Describe how a narrator’s point of view influences the description of the event Describe how the speaker’s point of view influences how the events are described</p>	
<p>4 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>Knowledge</b> Define vocabulary:  <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Firsthand account</li> <li>• Secondhand account</li> </ul> Describe the events or main ideas of each account</p> <p><b>Reasoning</b> Compare the accounts of the event or topic Contrast the accounts of the event or topic Describe how the focus and information provided is different each account</p>	

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3	Distinguish their own point of view from that of the author of a text.	<p><b>Knowledge</b> Recognize own point of view Identify the: Narrator's point of view Character's point of view</p> <p><b>Reasoning</b> Compare/contrast own point of view to the narrator's or the character's point of view</p>	
2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	(Not correctly listed in the online document on June 15, 2011)	
1	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p><b>Knowledge</b> Identify whether information is provided in pictures or other illustrations and by the words in the text</p>	
K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<p><b>Knowledge</b> Name the author Name the illustrator Devine what an author does Define what an illustrator does</p>	

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**KAS-KAAP Content Assessment Standard: Reading 6.6 Compare a written story, to its audio, filmed, staged, or multimedia version, explaining the effects of techniques unique to each medium. RL.7**

KAS Standard RL.7	KAS Deconstruction	Prerequisite Skills
<p>6 Compare and contrast the experience of reading a story, drams, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><b>Knowledge</b> Define compare and contrast Recognize multiple text formats:</p> <ul style="list-style-type: none"> <li>• Audio</li> <li>• Video</li> <li>• Live version</li> </ul> <p><b>Reasoning</b> Determine the similarities of the experience of reading a:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Drama</li> <li>• Poem</li> </ul> <p>To listening to or viewing the audio, video, or live version of the text Determine the differences of the experience of reading a:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Drama</li> <li>• Poem</li> </ul> <p>To listening to or viewing the audio, video or live version of the text Contrast what is seen/heard in text when reading watching or listening</p>	
<p>5 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Knowledge</b> Define analyze Identify multimedia and visual elements within a text Recognize:</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Tone</li> <li>• Beauty</li> </ul> <p>Of text</p> <p><b>Reasoning</b> Analyze how visual elements contribute to text:</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Tone</li> <li>• Beauty</li> </ul> <p>Analyze how multimedia elements contribute to text:</p>	

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		<ul style="list-style-type: none"><li>• Meaning</li><li>• Tone</li><li>• Beauty</li></ul>	
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4	<p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Drama</li> </ul> <p>In text, visually, and orally Identify descriptions in a story or drama:</p> <ul style="list-style-type: none"> <li>• In text</li> <li>• Visually and orally</li> </ul> <p>Recognize stage directions in a story/drama both in text and a visual/oral presentation</p> <p><b>Reasoning</b> Connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and directions in each version</p>	
3	<p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p><b>Knowledge</b> Identify specific aspects of a text's illustrations Recognize the mood of a story</p> <p><b>Reasoning</b> Explain how aspects of</p> <ul style="list-style-type: none"> <li>• Illustrations contribute to the words in a story</li> <li>• Text illustrations create the mood of a story</li> <li>• Text illustrations emphasize: <ul style="list-style-type: none"> <li>○ A character</li> <li>○ The setting</li> </ul> </li> </ul>	
2	<p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><b>Knowledge</b> Identify plot Recognize digital text Obtain information from illustrations and words in various types of text</p> <p><b>Reasoning</b> Explain:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Plot</li> </ul> <p>Obtained from illustrations and words in print Understand:</p>	

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		<ul style="list-style-type: none"><li>• Characters</li><li>• Setting</li><li>• Plot</li></ul> Obtained from illustrations and words in digital text	
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1	Use illustrations and details in a story to describe its characters, setting, or events.	<p><b>Knowledge</b></p> <p>Recognize story:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Events</li> </ul> <p>Use story illustrations to identify:</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• Events</li> </ul> <p>Use story details to identify:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Events</li> </ul> <p><b>Reasoning</b></p> <p>Describe:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Events</li> </ul> <p>Using</p> <ul style="list-style-type: none"> <li>• Story illustrations</li> <li>• Story details</li> </ul>	
K	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<p><b>Knowledge</b></p> <p>Identify illustrations Know how to describe</p> <p><b>Reasoning</b></p> <p>With prompting and support, describe a moment in the story using the illustrations that depict it With prompting and support, describe how the illustrations and story are related as they appear</p>	

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**KCAS-KAAP Content Assessment Standard: W-6.1 Communicate real experiences by engaging and orienting the reader, introducing characters, organizing a sequence of events that unfold naturally using dialogue, description and pacing with precise words and phrases, using descriptive details, sensory language and basic transition words to convey experiences and manage time or setting change, and provide a reasonable conclusion.**

KAS Standard W.3	KAS Deconstruction	Prerequisite Skills
<p>6 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Knowledge</b></p> <p>Describe the characteristics of a narrative</p> <p>Describe a variety of ways authors engage readers</p> <p>Identify how writers use transitional words, phrases, clauses to signal change in a narrative</p> <p><b>Reasoning</b></p> <p>Use a variety of techniques to engage the reader and establish context</p> <p>Analyze narrative techniques such as:</p> <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Pacing</li> <li>• Description</li> </ul> <p>to develop experiences, events and/or characters</p> <p>Critique a variety of transition:</p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Clauses</li> </ul> <p>to convey sequence and signal shifts from one time frame or setting</p> <p>Compare and contrast relevant and irrelevant details in developing:</p> <ul style="list-style-type: none"> <li>• Experiences</li> <li>• Events</li> <li>• Characters</li> </ul> <p>Analyze effective organizational patterns and conclusions</p> <p>Use precise words and phrases, relevant descriptive details and sensory language to develop experiences and events</p> <p><b>Product</b></p> <p>Write a narrative to develop real or imaginative experiences or events that:</p> <ul style="list-style-type: none"> <li>• Engages the reader and establishes a context</li> <li>• Uses techniques such as dialogue and description to develop experiences, events, character</li> <li>• Uses a variety of transitions to convey sequence and signal shifts</li> <li>• Uses appropriate precise, descriptive</li> </ul>	

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		<p>sensory language</p> <ul style="list-style-type: none"> <li>Leads to a conclusion</li> </ul>	
5	<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><b>Knowledge</b> Describe the:</p> <ul style="list-style-type: none"> <li>Use of story elements in narrative</li> <li>Characteristics of narrative</li> </ul> <p>Explain how the:</p> <ul style="list-style-type: none"> <li>Sequence of events affects the story's conclusion</li> <li>Transitional words, phrases and clauses advance the sequence of events</li> </ul> <p>Describe narrative techniques such as:</p> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Description</li> <li>Pacing, etc</li> </ul> <p><b>Reasoning</b> 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"> <li>Dialogue</li> <li>Description</li> <li>Actions</li> <li>Reactions</li> </ul> <p><b>Product</b> Write a narrative that effectively:</p> <ul style="list-style-type: none"> <li>Establishes a situation</li> <li>Uses techniques such as dialogue and description to develop experiences, events characters</li> <li>Utilizes appropriate transitional words/phrases</li> <li>Includes sensory details</li> <li>Leads to a conclusion</li> </ul>	
4	<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</p>	<p><b>Knowledge</b> Identify the:</p> <ul style="list-style-type: none"> <li>Story elements</li> <li>Structure of a narrative</li> <li>Use of dialogue and description to develop experiences, events or characters</li> </ul> <p>Recognize transitional words used to develop</p>	

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	<p>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>sequence</p> <p>Describe how writers use concrete and sensory details</p> <p><b>Reasoning</b> 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><b>Product</b> Write a narrative to develop real or imagined experiences that:</p> <ul style="list-style-type: none"> <li>• Establishes a situation, a narrator or character(s)</li> <li>• Uses dialogue, description, concrete and sensory details to develop experiences, events and reveal characters</li> <li>• Uses transitional words and phrases</li> <li>• Provides a conclusion</li> </ul>	
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 event order.</p> <p>D. Provide a sense of closure.</p>	<p><b>Knowledge</b> Define:</p> <ul style="list-style-type: none"> <li>• Narrator</li> <li>• Character</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Story elements</li> <li>• Structure of a narrative</li> <li>• How writers establish a situation</li> <li>• Correct use of dialogue</li> </ul> <p>Explain how:</p> <ul style="list-style-type: none"> <li>• Writers use dialogue to develop a narrative</li> <li>• Writers develop characters</li> </ul> <p>Identify how temporal words and phrases are used to develop a sequence of events Recognize closure in others' writing</p> <p><b>Reasoning</b> Establish a situation in writing Formulate appropriate dialogue between characters Develop:</p> <ul style="list-style-type: none"> <li>• Characters through dialogue, actions, thoughts, feelings, as well as responses to situations</li> <li>• Events through dialogue, actions,</li> </ul>	

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		<p>thoughts and feelings Use temporal words to organize narrative into logical sequence Formulate logical conclusions</p> <p><b>Performance Skill</b></p> <p><b>Product</b> Write a narrative that:</p> <ul style="list-style-type: none"> <li>• Establishes a situation</li> <li>• Introduces a narrator or character(s)</li> <li>• Uses dialogue and descriptions to reveal actions, thoughts, feelings</li> <li>• Uses temporal words and phrases</li> <li>• Includes a sense of closure</li> </ul>	
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><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• Components of narrative including beginning and ending</li> <li>• Sequence of events</li> <li>• Details related to event</li> <li>• Temporal words</li> </ul> <p><b>Reasoning</b> 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><b>Product</b> Write a narrative that:</p> <ul style="list-style-type: none"> <li>• Recounts a well-elaborated event or short sequence of events</li> <li>• Includes supporting details, temporal words, and a sense of closure</li> </ul>	
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><b>Knowledge</b> Choose an experience in which to write Identify:</p> <ul style="list-style-type: none"> <li>• Two or more events of the experience and sequence appropriately</li> <li>• Transitional words</li> <li>• Details, transitions, closure, final thoughts</li> </ul> <p><b>Reasoning</b> Choose relevant details that correspond to chosen event Reflect on identified event</p>	

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		<p>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><b>Product</b> Write a narrative that recounts two or more events and includes:</p> <ul style="list-style-type: none"> <li>• Supporting details</li> <li>• Transitional words</li> <li>• A sense of closure</li> </ul>	
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><b>Knowledge</b> Define event Choose a single event to discuss</p> <p><b>Reasoning</b> Distinguish between relevant and irrelevant details Sequence relevant events React to the event</p> <p><b>Product</b> 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-6.2 Produce clear and coherent writing in which the development and organization are appropriate to task.**

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

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

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	<p>produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p>	<p>Standards 1-6)</p> <p><b>Reasoning</b> Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> <li>• Task</li> <li>• Purpose</li> </ul> <p>with guidance and support Determine suitable:</p> <ul style="list-style-type: none"> <li>• Idea development strategies</li> <li>• Organization</li> </ul> <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><b>Performance Skill</b> (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p> <p><b>Product</b> Produce a writing piece that is clear and cohesive with:</p> <ul style="list-style-type: none"> <li>• Idea development</li> <li>• Organization</li> </ul> <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-6.3 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting.**

KAS Standard W.5	KAS Deconstruction	Prerequisite Skills
<p>6 With some 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><b>Knowledge</b> With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> <li>• Rewrite</li> <li>• Try a new approach</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 6 on page 52)</p> <p><b>Reasoning</b> With some guidance and support from peers and adults, students develop and strengthens writing by:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Revising</li> <li>• Editing</li> <li>• Rewriting</li> <li>• Trying a new approach</li> </ul>	
<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><b>Knowledge</b> With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> <li>• Rewrite</li> <li>• Try a new approach</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 5 on page 28 &amp; 29)</p> <p><b>Reasoning</b> With some guidance and support from peers and adults, students develop and strengthens writing by:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Revising</li> <li>• Editing</li> <li>• Rewriting</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Trying a new approach</li> </ul>	
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><b>Knowledge</b> With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> <li>• Rewrite</li> <li>• Try a new approach</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 4 on page 28 &amp; 29)</p> <p><b>Reasoning</b> With some guidance and support from peers and adults, students develop and strengthens writing by:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Revising</li> <li>• Editing</li> <li>• Rewriting</li> <li>• Trying a new approach</li> </ul>	
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><b>Knowledge</b> With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> <li>• Rewrite</li> <li>• Try a new approach</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 3)</p> <p><b>Reasoning</b> With some guidance and support from peers and adults, students develop and strengthens writing by:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Revising</li> <li>• Editing</li> <li>• Rewriting</li> <li>• Trying a new approach</li> <li>•</li> </ul>	
2	<p>With guidance and support from adults and</p>	<p><b>Knowledge</b> With guidance and support from adults and peers, students recognize how to:</p>	

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

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**KAS-KAAP Content Assessment Standard: W-6.4 Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data avoiding plagiarism.**

KAS Standard	W.8	KAS Deconstruction	Prerequisite Skills
6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p><b>Knowledge</b>            Recognize a credible source            Define plagiarism            Quote information from a source            Identify and provide basic bibliographic information for sources            Gather relevant information from print and digital sources            Paraphrase the data and conclusions of others</p> <p><b>Reasoning</b>            Assess the credibility of each source            Determine when to credit sources to avoid plagiarism</p>	
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><b>Knowledge</b>            Define:</p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Paraphrase</li> </ul> <p>Recall relevant information from experiences            Gather relevant information from print and digital sources            Identify source list</p> <p><b>Reasoning</b>            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><b>Knowledge</b>            Identify relevant information in a passage            Recall and gather relevant information from experience            Take notes            Provide source list</p> <p><b>Reasoning</b>            Gather relevant information from print and digital sources            Categorize information            Distinguish between relevant and irrelevant information</p>	
3	Recall information from experiences or	<p><b>Knowledge</b>            Recognize print and digital sources</p>	

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	gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>Gather information from print and digital sources Provide brief notes from sources</p> <p><b>Reasoning</b> Sort evidence from sources into provided categories</p>	
2	Recall information from experiences or gather information from provided sources to answer a question.	<p><b>Knowledge</b> Recall information Gather information from sources</p> <p><b>Reasoning</b> Answer a question:</p> <ul style="list-style-type: none"> <li>• Recalling information from experiences</li> <li>• Using information from a provided source or multiple sources</li> </ul>	
1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• Experience</li> <li>• Source</li> </ul> <p><b>Reasoning</b> Gather information from more than one source to answer a question With guidance and support:</p> <ul style="list-style-type: none"> <li>• Answer a question using information from experience</li> <li>• Answer a question using information from a provided source</li> </ul>	
K	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p><b>Knowledge</b> Identify:</p> <ul style="list-style-type: none"> <li>• Experience</li> <li>• Source</li> </ul> <p><b>Reasoning</b> Gather information from more than one source to answer a question</p> <p><b>Performance Skill</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>• Answer a question using information from experience</li> <li>• Answer a question using information from a provided source</li> </ul>	

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**KAS-KAAP Content Assessment Standard:W-6.5 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.**

KAS Standard <b>W.6</b>		KAS Deconstruction	Prerequisite Skills
6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding to type a minimum of three pages in a single setting.	<p><b>Knowledge</b> Know how to download, save, upload, attach documents Select appropriate word processing tools Select appropriate tools for communicating and collaborating</p> <p><b>Reasoning</b> Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others</p> <p><b>Performance Skill</b> Use technology, including the Internet, to produce and publish writing Use technology to interact and collaborate with others Use keyboarding skills to type three or more pages in a single sitting</p>	
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><b>Knowledge</b> With some guidance and support:</p> <ul style="list-style-type: none"> <li>• Use keyboarding skills</li> <li>• Know how to use technology software to produce and publish writing</li> <li>• Know how to use the Internet to communicate with others</li> </ul> <p><b>Reasoning</b> With some guidance and support:</p> <ul style="list-style-type: none"> <li>• Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others</li> </ul> <p><b>Performance Skill</b> With some guidance and support:</p> <ul style="list-style-type: none"> <li>• Use technology, including the Internet, to produce and publish writing</li> <li>• Use technology to interact and collaborate with others</li> <li>• Use keyboarding skills to type two or more pages in a single sitting</li> </ul>	
4	With some	<b>Knowledge</b>	

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	<p>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>With some guidance and support:</p> <ul style="list-style-type: none"> <li>• Use keyboarding skills</li> <li>• Know how to use word processing to produce and publish writing</li> <li>• Know how to use the Internet to communicate with others</li> </ul> <p><b>Reasoning</b> With some guidance and support:</p> <ul style="list-style-type: none"> <li>• Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others</li> </ul> <p><b>Performance Skill</b> With some guidance and support:</p> <ul style="list-style-type: none"> <li>• Use technology, including the Internet, to develop, revise, edit, and publish writing</li> <li>• Use technology to communicate and collaborate with others</li> <li>• Use keyboarding skills to type one page or more in a single sitting</li> </ul>	
3	<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><b>Knowledge</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>• Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools)</li> <li>• know how to use technology to produce writing and to interact with others</li> <li>• Know how to use technology to edit and revise writing</li> </ul> <p><b>Reasoning</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>• Select appropriate technology tools that fit the intended audience and purpose</li> </ul> <p><b>Performance Skill</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>• Perform keyboarding skills</li> <li>• Use technology to develop, revise, edit, and publish writing</li> <li>• Use technology to interact and collaborate with others</li> </ul>	
2	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing,</p>	<p><b>Knowledge</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>• Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools)</li> </ul> <p><b>Reasoning</b></p>	

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	including in collaboration with peers.	<p>With guidance and support:</p> <ul style="list-style-type: none"> <li>Choose digital tools for producing and publishing writing</li> </ul> <p><b>Performance Skill</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>Use technology to produce and publish writing individually and with peers</li> </ul>	
1	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p><b>Knowledge</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools)</li> </ul> <p><b>Reasoning</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>Choose digital tools for producing and publishing writing</li> </ul> <p><b>Performance Skill</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>Use technology to produce and publish writing individually and with peers</li> </ul>	
K	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p><b>Knowledge</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools)</li> </ul> <p><b>Reasoning</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>Choose digital tools for producing and publishing writing</li> </ul> <p><b>Performance Skill</b> With guidance and support:</p> <ul style="list-style-type: none"> <li>Use technology to produce and publish writing individually and with peers</li> </ul>	

## KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

**KAS-KAAP Content Assessment Standard: W-6.6 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

KAS Standard W.7		KAS Deconstruction	Prerequisite Skills
6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p><b>Knowledge</b> Apply appropriate research and inquiry methods to conduct a research project Apply multiple resources to conduct short research projects</p> <p><b>Reasoning</b> Determine sources to answer a research question Narrow/refocus the inquiry by selecting information from multiple sources which will support or justify the answer Conduct steps for research to answer a question Conduct a short research project to answer a question with appropriate information derived from research in a variety of sources</p>	
5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p><b>Knowledge</b> Identify the:</p> <ul style="list-style-type: none"> <li>• Various research sources</li> <li>• Different aspects of a topic</li> </ul> <p><b>Reasoning</b> 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><b>Knowledge</b> Conduct short research projects</p> <p><b>Reasoning</b> Conduct short research projects that investigate different aspects of a topic</p>	
3	Conduct short research projects that	<p><b>Knowledge</b> Conduct shared research using various sources and tools</p>	

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	build knowledge about a topic.	<p><b>Reasoning</b> 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><b>Knowledge</b> Apply sources and tools to conduct shared research on a single topic</p> <p><b>Reasoning</b> 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><b>Knowledge</b> Conduct shared research using various sources and tools Explore the format of a variety of texts (e.g., 'how to')</p> <p><b>Reasoning</b> 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><b>Knowledge</b> Identify sources and tools for shared research</p> <p><b>Reasoning</b> Determine and apply appropriate sources and tools to conduct shared research Participate in shared research and writing projects</p>	

## KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

**KAS-KAAP Content Assessment Standard: M-6.1** Fluently add and subtract multi-digit decimals using the standard algorithm.

KAS Standard <b>6.NS.3</b>	KAS Deconstruction	Prerequisite Skills
<p>6 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p><b>Knowledge</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation with speed and accuracy</p> <p><b>Practice Standards</b> Attend to precision</p>	<p><b>Prerequisite Q Taxons</b> Compare rational numbers in decimal form (tenths and hundredths) with and without models Round rational numbers to a whole number or a given fractional place value Identify the place value of each digit in a multi-digit numeral to the thousandths place Estimate and solve division problems with 2- and 3-digit divisors; explain solution</p>

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**KCAS-KAAP Content Assessment Standard: M-6.2** Use positive and negative numbers to represent quantities in real world contexts.

KCAS Standard	KCAS Deconstruction	Prerequisite Skills
<b>6.NS.5</b>	<p><b>Knowledge</b> Identify an integer and its opposite</p> <p><b>Reasoning</b> Use integers to represent quantities in real world situations (above/below sea level, etc) Explain where zero fits into a situation represented by integers</p> <p><b>Practice Standards</b> Make sense of problems and persevere in solving them Reason abstractly and quantitatively Model with mathematics Attend to precision</p>	<p><b>Prerequisite Q Taxons</b> (none listed)</p>
<p>6 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>		

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**KAS-KAAP Content Assessment Standard: M-6.3** Evaluate numerical expressions involving whole number exponents.

	KAS Standard <b>6.EE.1</b>	KAS Deconstruction	Prerequisite Skills
6	Write and evaluate numerical expressions involving whole-number exponents.	<p><b>Knowledge</b>            Write numerical expressions involving whole number exponents Ex. <math>3^4=3 \times 3 \times 3 \times 3</math>            Evaluate numerical expressions involving whole number exponents Ex. <math>3^4=3 \times 3 \times 3 \times 3=81</math>            Solve order of operation problems that contain exponents Ex. <math>3+2^2-(2+3) = 2</math></p> <p><b>Practice Standards</b>            Make sense of problems and persevere in solving them            Attend to precision            Look for and make use of structure</p>	<p><b>Prerequisite Q Taxons</b>            (none listed)</p>

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**KAS-KAAP Content Assessment Standard: M-6.4** Identify when two expressions are equivalent.

	<b>KAS Standard</b> <b>6.EE.4</b>	<b>KAS Deconstruction</b>	<b>Prerequisite Skills</b>
6	<p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</p>	<p><b>Knowledge</b> Recognize when two expressions are equivalent</p> <p><b>Reasoning</b> Prove (using various strategies) that two equations are equivalent no matter what number is substituted</p> <p><b>Practice Standards</b> Make sense of problems and persevere in solving them Reason abstractly and quantitatively Attend to precision Look for and make use of structure</p>	<p><b>Prerequisite Q Taxons</b> Identify additive inverses (opposites) and multiplicative inverses (reciprocals, including zero)</p>

## KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

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**KAS-KAAP Content Assessment Standard: M-6.5** Find the area of polygons by composing into rectangles or decomposing into other shapes in the context of solving real-world problems.

KAS Standard	KAS Deconstruction	Prerequisite Skills
<b>6.G.1</b>		
6	<p>Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and</p>	<p>Find the area of polygons by composing into rectangles or decomposing into other shapes in the context of solving real-world problems.</p>
Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and	<p><b>Knowledge</b> Recognize and know how to compose and decompose polygons into triangles and rectangles</p> <p><b>Reasoning</b> Compare the area of a triangle to the area of the composed rectangle (Decomposition addressed in previous grade) Apply the techniques of composing and/or decomposing to find the area of triangles, special quadrilaterals and polygons to solve mathematical and real world problems. Discuss, develop and justify formulas for triangles and parallelograms (6<sup>th</sup> grade</p>	<p><b>Prerequisite Q Taxons</b> Use exponential notation and repeated multiplication to describe and simplify exponential expressions Draw circles; identify and determine the relationships between the radius, diameter, chord, center, and circumference Evaluate algebraic expressions Investigate and determine the relationship between the diameter and the circumference of a circle and the value of pi; calculate the circumference of a circle</p>

## KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	mathematical problems.	introduction)  <b>Practice Standards</b> Reason abstractly and quantitatively Model with mathematics	
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**KAS-KAAP Content Assessment Standard: M-6.6** Display numerical data in plots on a number line and histograms.

	KAS Standard	KAS Deconstruction	Prerequisite Skills
	<b>6.SP.4</b>		
6	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	<b>Knowledge</b> Identify the components of dot plots, histograms, and box plots Find the median, quartile and interquartile range of a set of data  <b>Reasoning</b> Analyze a set of data to determine its variance	<b>Prerequisite Q Taxons</b> Organize, display and interpret information in stem-and-leaf plots Determine the quartiles or interquartile range for a set of data

**KAS-KAAP Aligned Content Assessment Standards  
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		<p><b>Practice Standards</b> Model with mathematics Attend to precision Look for and make use of structure</p>	
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