

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 8.1 Determine the meaning of tone and impact of figurative and connotative words and phrases as they are used in text; analyze the tone and impact of analogies in text.

KAS Standard RL.4	KAS Deconstruction	Prerequisite Skills
<p>8 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Knowledge Identify</p> <ul style="list-style-type: none"> • Words and phrases • Figurative words and phrases • Connotative words and phrases <p>In a text Identify meaning and tone of a text Identify:</p> <ul style="list-style-type: none"> • Analogies • Allusions to other texts <p>Reasoning Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text Analyze the impact of word choices on meaning and tone of a text Analyze the impact of:</p> <ul style="list-style-type: none"> • Analogies • Allusions to other texts on meaning and tone 	
<p>7 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Knowledge Identify Words and phrases Figurative words and phrases Connotative words and phrases In a text Identify examples of rhymes and other repetitions of sounds, including alliteration, on a:</p> <ul style="list-style-type: none"> • Specific verse or stanza of a poem • Section of a story or drama <p>Reasoning Interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text Analyze the impact of rhymes and other repetitions of sounds, including</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>alliteration, on a:</p> <ul style="list-style-type: none"> • Specific verse or stanza of a poem • Section of a story or drama 	
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>Knowledge Identify words and phrases including:</p> <ul style="list-style-type: none"> • Figurative • Connotative <p>As used in a text Identify tone in a text</p> <p>Reasoning Interpret the meaning of words and phrases including:</p> <ul style="list-style-type: none"> • Figurative meanings • Connotative meanings <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>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	<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>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</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>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	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<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	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<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 • Poem • Song <p>Recognize rhythm within a:</p> <ul style="list-style-type: none"> • Story • Poem • Song <p>Reasoning Describe how words and phrases supply rhythm or impact meaning in a:</p> <ul style="list-style-type: none"> • Story • Poem • Song 	
1	<p>Identify words and phrases in a stories or poems that suggest feelings or appeal to the senses.</p>	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Words in stories or poems • Phrases in stories or poems • The various senses <p>Recognize words and phrases that:</p> <ul style="list-style-type: none"> • Suggest feelings • Appeal to the senses 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>Reasoning Identify words and phrases in</p> <ul style="list-style-type: none"> • Stories • Poems <p>That:</p> <ul style="list-style-type: none"> • Suggest feelings • Appeal to the senses 	
K	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 questions about unknown words in a text Use resources/strategies to answer questions about unknowns words in a text</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 8.2 Determine a central idea of text and analyze its relationship to the character, setting, and plot. RL.2

KAS Standard RL.2		KAS Deconstruction	Prerequisite Skills
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<p>Knowledge Understand theme and central idea of a text Know the literary elements (characters, setting, plot) Objectively summarize a text</p> <p>Reasoning Analyze the development of a theme or central idea over the course of a text Analyze its relationship to the literary elements over the course of a text Provide an objective summary of the text</p>	
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p>Knowledge Recognize theme and central idea Identify supporting details Development of an objective summary</p> <p>Reasoning Determine a theme or central idea of a text Analyze the development of a theme or central idea over the course of a text Provide an objective summary of a text</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	<p>Knowledge Define:</p> <ul style="list-style-type: none"> • Theme • And understand the central idea of a text <p>Identify supporting details of the main idea or theme of a text Summarize a text based on facts</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	judgments.	Reasoning 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	
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KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

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>Knowledge Determine the theme of a:</p> <ul style="list-style-type: none"> • Story • Drama • Poem <p>Using details in the text Summarize the text</p> <p>Reasoning 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"> • Story • Drama • Poem <p>Including how characters respond to challenges or how the speaker in a poem reflects upon a topic</p>	
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>Knowledge Apply details of a text to determine the theme of a:</p> <ul style="list-style-type: none"> • Story • Drama • Poem <p>Define 'theme' of a:</p> <ul style="list-style-type: none"> • Story • Drama • Poem <p>Reasoning Summarize key ideas and details for the theme of a:</p> <ul style="list-style-type: none"> • Story • Drama • Poem 	
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or	<p>Knowledge Recount</p> <ul style="list-style-type: none"> • Fables from diverse cultures • Folktales from diverse cultures • Myths from diverse cultures 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	moral and explain how it is conveyed through key details in the text.	<p>Reasoning</p> <p>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</p> <p>Identify fables and folktales from diverse cultures</p> <p>Define diverse cultures</p> <p>Recall details from stories (e.g., fables and folktales)</p> <p>Reasoning</p> <p>Recount details of a story (e.g., fables and folktales)</p> <p>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>Knowledge</p> <p>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</p> <p>Apply understanding of their central message or lesson</p>	
K	With prompting and support, retell familiar stories, including key details.	<p>Knowledge</p> <p>With prompting and support:</p> <ul style="list-style-type: none"> • Identify key details of a story • Retell a familiar story including key details 	

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

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KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 8.3 Determine the meaning of tone and impact of figurative, connotative and technical words and phrases as they are used in text; analyze the tone and impact of allusions to other texts. RI.4

KAS Standard RI.4	KAS Deconstruction	Prerequisite Skills
<p>8 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Words and phrases • Figurative words and phrases • Connotative words and phrases • Technical words and phrases <p>In a text Identify words and phrases that include analogies and allusions to other texts, in a text</p> <p>Reasoning Determine the meaning of words and phrases, including the:</p> <ul style="list-style-type: none"> • Figurative • Connotative • Technical <p>Meanings of words and phrases as used in a text Analyze the impact of word choice on meaning and tone Analyze the impact of the use of analogies and allusions to other texts on meaning and tone</p>	
<p>7 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Words and phrases • Figurative words and phrases • Connotative words and phrases • Technical words and phrases <p>In a text Identify tone in text</p> <p>Reasoning Determine the meaning of words and phrases, including the:</p> <ul style="list-style-type: none"> • Figurative • Connotative • Technical 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>Meanings of words and phrases as used in a text</p> <p>Analyze how meaning and tone are impacted by specific word choice</p>	
6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.	<p>Knowledge</p> <p>Identify:</p> <ul style="list-style-type: none"> • Words and phrases • Figurative words and phrases • Connotative words and phrases • Technical words and phrases <p>In a text</p> <p>Reasoning</p> <p>Determine meaning of words and phrases, including the:</p> <ul style="list-style-type: none"> • Figurative • Connotative • Technical <p>Meanings of words and phrases as they are used in a text</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>Knowledge</p> <p>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</p> <p>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 or phrases in a text relevant to a grade 4 topic or subject area.	<p>Knowledge</p> <p>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</p> <p>Determine the meaning of</p> <ul style="list-style-type: none"> • General academic • Domain-specific <p>Words and phrases in a text relevant to</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

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

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

		in a text, with prompting and support	
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KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 8.4 Determine a central idea of text and analyze its relationship to supporting ideas. RI.2

KAS Standard RI.2		KAS Deconstruction	Prerequisite Skills
8	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • The central idea of a text • Ideas that support the central idea <p>Reasoning Determine the relationship of ideas that support the central idea Analyze the development of the central idea over the course of the text Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea</p>	
7	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<p>Knowledge Identify two or more central ideas of a text Define and recognize an objective summary</p> <p>Reasoning Analyze the development of two or more central ideas over the course of a text Provide an objective summary of the text</p>	
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>Knowledge Identify:</p> <ul style="list-style-type: none"> • Central idea of a text • Supporting details of a text <p>Define and understand the influence of personal opinion and judgment when reading a text</p> <p>Reasoning 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>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

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 multiparagraph 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

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

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

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading 8.5 Determine an author’s purpose and interpret how the author responds to conflicting viewpoints in the text.

KAS Standard RI.6		KAS Deconstruction	Prerequisite Skills
8	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<p>Knowledge Determine the author’s point of view or purpose Identify:</p> <ul style="list-style-type: none"> • Evidence the author uses to support his/her viewpoint/purpose • Conflicting evidence or viewpoints presented in a given text <p>Reasoning Compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints Analyze the techniques the author uses to respond to conflicting evidence Support your analysis with examples from the text</p>	
7	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<p>Knowledge Determine the author’s point of view or purpose of a text Identify details or examples in a text where the author develops his/her point of view or the purpose of the text</p> <p>Reasoning Explain how the author conveys his/her point of view throughout the text Make a distinction between the author’s point of view and those of others mentioned or implied in the text Contrast how the author distinguishes his/her position from that of others Support your analysis with examples from the text</p>	
6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<p>Knowledge 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)</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>Identify details or examples in a text where the author develops the point of view of the narrator or the speaker</p> <p>Reasoning 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>	
5	Describe how a narrator's or speaker's point of view influences how events are described.	<p>Knowledge 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>Reasoning 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>	
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>Knowledge Define vocabulary: <ul style="list-style-type: none"> • Compare • Contrast • Firsthand account • Secondhand account Describe the events or main ideas of each account</p> <p>Reasoning 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>	
3	Distinguish their own point of view from that of the author of a text.	<p>Knowledge Recognize own point of view Identify the: Narrator's point of view Character's point of view</p> <p>Reasoning Compare/contrast own point of view to</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		the narrator's or the character's point of view	
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.	Knowledge Identify whether information is provided in pictures or other illustrations and by the words in the text	
K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Knowledge Name the author Name the illustrator Devine what an author does Define what an illustrator does	

KAS-KAAP Content Assessment Standard: Reading 8.6 Compare and contrast the structure of two texts and identify how it contributes to meaning and style.

KAS Standard RL.5		KAS Deconstruction	Prerequisite Skills
8	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Knowledge Identify structural elements of two or more texts Reasoning Compare and contrast the structure of two literary texts Analyze how the structure of each text contributes to its meaning and style	
7	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Knowledge Identify the poetic elements that contribute to form/structure Identify the form/structure of various types of poetry and drama Explain the meaning of a poem Reasoning Analyze the structure of a drama or poem Analyze the meaning of a drama or poem Analyze the relationship between the poem/drama's form and structure	
6	Analyze how a particular	Knowledge Determine the various structures of literacy text	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p>	<p>Identify the:</p> <ul style="list-style-type: none"> • Theme • Plot • Setting <p>Of a text</p> <p>Reasoning Analyze how a:</p> <ul style="list-style-type: none"> • Particular sentence • Chapter • Scene • Stanza <p>Fits into the overall structure of a text Analyze how each part (i.e., sentence, chapter, scene or stanza) contributes to the development of:</p> <ul style="list-style-type: none"> • Theme • Setting, or • Plot 	
5	<p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Knowledge Explain how a series of:</p> <ul style="list-style-type: none"> • Chapters • Scenes • Stanzas <p>Fits together to provide the overall structure of a:</p> <ul style="list-style-type: none"> • Story • Drama • Poem 	
4	<p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Knowledge Explain major differences between</p> <ul style="list-style-type: none"> • Poems • Drama • Prose <p>And refer to the structural elements:</p> <ul style="list-style-type: none"> • Poems (e.g., verse, rhyme, meter) • Drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) • Prose (e.g., characters, settings, descriptions, dialogue) <p>When speaking or writing about text</p>	
3	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using</p>	<p>Knowledge Refer to parts of:</p> <ul style="list-style-type: none"> • Stories • Dramas 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>terms such as chapter, scene, and stanza; describe how each successive part builds on earlier scenes.</p>	<ul style="list-style-type: none"> • Poems <p>When speaking or writing about text Use terms such as:</p> <ul style="list-style-type: none"> • Chapter • Scene • Stanza <p>To describe how each part builds on earlier sections</p>	
2	<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Knowledge Identify the structure of the story Describe:</p> <ul style="list-style-type: none"> • How the beginning introduces the story • The action that takes place in the middle of the story • How the ending concludes the action 	
1	<p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Knowledge Recognize:</p> <ul style="list-style-type: none"> • Characteristics of fiction • Characteristics of nonfiction • Fiction in different forms of text • Nonfiction in different forms of text <p>Explain how a book that tells a story is different from a book that gives information</p>	
K	<p>Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Knowledge Recognize common types of text such as:</p> <ul style="list-style-type: none"> • Storybooks • Poems 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: W-8.1 Communicate real experiences by engaging and orienting the reader by establishing a singular point of view, introducing characters, organizing a sequence of events that unfolds naturally using dialogue, description, and pacing with precise words and phrases, using descriptive details, sensory language basic transition words and phrases to convey experiences and manage time and setting changes and show relationships between experiences, and provide a reasonable conclusion and reflect on the experiences.

KAS Standard W.3	KAS Deconstruction	Prerequisite Skills
<p>8 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 point of view 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, description, and reflection, to develop experiences, events and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated</p>	<p>Knowledge Identify various points of view in narratives Identify narrative techniques used in a variety of narratives Recognize transition words, phrases, and clauses Recognizes how authors use:</p> <ul style="list-style-type: none"> • Precise words/phrases • Description • Sensory details <p>to help readers visualize or sense the action of a narrative</p> <p>Reasoning Interpret points of view of various narratives Design and organize event sequences that unfold naturally and logically Use a variety of transitions to shift from one setting to another Analyze the relationships among experiences and events Design an organized sequence of events with dialogue to develop experiences, events, and/or characters Use precise, descriptive, and sensory language to capture the action and to develop experiences and events Assemble a conclusion that reflects on experiences and events in a narrative</p> <p>Product Write a narrative to develop real or imagined experiences or events that:</p> <ul style="list-style-type: none"> • Engages the reader • Established a context with point of view and introduces a narrator and/or characters • Uses techniques such as: dialogue, pacing, description, and reflection to develop experiences, events, characters • Uses a variety of transitions to convey sequence, signal shifts, and reflect 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	experiences or events.	relationships <ul style="list-style-type: none"> • Uses appropriate precise, descriptive sensory language • Leads to a reflective conclusion 	
7	<p>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 point of view 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 capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Knowledge Define point of view Identify various points of view in a narrative Identify how authors use:</p> <ul style="list-style-type: none"> • Precise words/phrase • Description • Sensory details <p>to help readers visualize or sense the action of a narrative</p> <p>Reasoning Use a variety of techniques to engage the reader and establish context and point of view Use dialogue, pacing, description to develop events and characters Use a variety of transitions to move events along and to signal shifts in a narrative Develop conclusions that reflect on the events of a narrative Use precise, descriptive, and sensory language to capture the action and to develop experiences and events Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters</p> <p>Performance Skill</p> <p>Product Write a narrative to develop real or imagined experiences or events that:</p> <ul style="list-style-type: none"> • Engages the reader • Establishes a context and point of view • Uses techniques such as dialogue, pacing and description to develop experiences, events, characters • Uses a variety of transitions to convey sequence and signal shifts • Uses appropriate precise, descriptive sensory language • Leads to a reflective conclusion 	
6	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive	<p>Knowledge Describe the characteristics of a narrative Describe a variety of ways authors engage readers Identify how writers use transitional words,</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>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>phrases, clauses to signal change in a narrative</p> <p>Reasoning Use a variety of techniques to engage the reader and establish context Analyze narrative techniques such as:</p> <ul style="list-style-type: none"> • Dialogue • Pacing • Description <p>to develop experiences, events and/or characters Critique a variety of transition:</p> <ul style="list-style-type: none"> • Words • Phrases • Clauses <p>to convey sequence and signal shifts from one time frame or setting Compare and contrast relevant and irrelevant details in developing:</p> <ul style="list-style-type: none"> • Experiences • Events • Characters <p>Analyze effective organizational patterns and conclusions Use precise words and phrases, relevant descriptive details and sensory language to develop experiences and events</p> <p>Product Write a narrative to develop real or imaginative experiences or events that:</p> <ul style="list-style-type: none"> • Engages the reader and establishes a context • Uses techniques such as dialogue and description to develop experiences, events, character • Uses a variety of transitions to convey sequence and signal shifts • Uses appropriate precise, descriptive sensory language • Leads to a conclusion 	
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</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 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>naturally. B. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of character to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follow from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • 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 	
4	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and</p>	<p>Knowledge Identify the:</p> <ul style="list-style-type: none"> • Story elements • Structure of a narrative • Use of dialogue and description to develop experiences, events or characters <p>Recognize transitional words used to develop sequence Describe how writers use concrete and sensory details</p> <p>Reasoning Establish a situation, a narrator and/or characters Sequence events logically using transitional words to move the events along Use dialogue and description to develop experiences and events Use concrete and/or sensory details to develop experiences or events Establish conclusions aligned with sequence of events</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Product Write a narrative to develop real or imagined experiences that:</p> <ul style="list-style-type: none"> • Establishes a situation, a narrator or character(s) • Uses dialogue, description, concrete and sensory details to develop experiences, events and reveal characters • Uses transitional words and phrases • Provides a conclusion 	
3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.</p>	<p>Knowledge Define:</p> <ul style="list-style-type: none"> • Narrator • Character <p>Identify:</p> <ul style="list-style-type: none"> • Story elements • Structure of a narrative • How writers establish a situation • Correct use of dialogue <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 Recognize closure in others' writing</p> <p>Reasoning Establish a situation in writing Formulate appropriate dialogue between characters Develop:</p> <ul style="list-style-type: none"> • Characters through dialogue, actions, thoughts, feelings, as well as responses to situations • Events through dialogue, actions, thoughts and feelings <p>Use temporal words to organize narrative into logical sequence 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 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<ul style="list-style-type: none"> Includes a sense of closure 	
2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<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	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>Knowledge Choose an experience in which to write Identify:</p> <ul style="list-style-type: none"> Two or more events of the experience and sequence appropriately Transitional words Details, transitions, closure, final thoughts <p>Reasoning Choose relevant details that correspond to chosen event Reflect on identified event Apply appropriate transitional words in order to signal change of events in narrative Create relevant and elaborated details to support events of narrative</p> <p>Product Write a narrative that recounts two or more events and includes:</p> <ul style="list-style-type: none"> Supporting details Transitional words A sense of closure 	
K	Use a combination of drawing, dictating, and writing to narrate a	<p>Knowledge Define event Choose a single event to discuss</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>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>Reasoning Distinguish between relevant and irrelevant details Sequence relevant events React to the event</p> <p>Product Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction</p>	
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KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: W-8.2 Write informative/explanatory texts to examine a topic and analyze relevant content.

KAS Standard W.2	KAS Deconstruction	Prerequisite Skills
<p>8 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Knowledge Identify topic Select relevant content for topic Identify transitions Identify precise language and domain-specific vocabulary Identify formal style Identify a conclusion for the topic that follows from and supports the information or explanation presented</p> <p>Reasoning Organize: <ul style="list-style-type: none"> • Ideas • Concepts • Information into broader categories Analyze and organize relevant content: <ul style="list-style-type: none"> • Using facts • Definition • Concrete details • Quotations to develop the topic Select appropriate and varied transitions to create cohesions and clarify relationships Determine an effective, supportive conclusion for the topic or section that follows from and supports the information or explanation presented</p> <p>Product Write an informative/explanatory text examining a topic to: <ul style="list-style-type: none"> • Convey ideas • Concepts • Information through the: <ul style="list-style-type: none"> • Selection • Organization • Analysis of relevant content Introduce topic previewing what is to follow Organize: <ul style="list-style-type: none"> • Ideas • Concepts • Information </p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>into broader categories</p> <p>Develop the topic with:</p> <ul style="list-style-type: none"> • Relevant, well-chosen facts • Definitions • Concrete details • Quotations • Other information • Examples <p>Apply:</p> <ul style="list-style-type: none"> • Formatting • Graphics • Multimedia <p>to aid comprehension</p> <p>Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion</p> <p>Use precise language and domain-specific vocabulary</p> <p>Establish and maintain a formal style</p>
7	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform or explain about the topic.</p>	<p>Knowledge</p> <p>Identify a topic</p> <p>Identify and recognize:</p> <ul style="list-style-type: none"> • Definition • Classification • Comparison/contrast • Cause/effect • Strategies • Text features (graphics, charts, tables, multimedia) <p>Select appropriate:</p> <ul style="list-style-type: none"> • Facts • Definitions • Concrete details • Quotations • Examples <p>Recognize and select appropriate transitions to create cohesion and clarify relationships</p> <p>Identify domain-specific vocabulary and precise vocabulary</p> <p>Recognize formal style</p> <p>Identify an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented</p> <p>Reasoning</p> <p>Determine which strategy is most effective to further develop a topic including strategies such as:</p> <ul style="list-style-type: none"> • Definitions • Classification • Comparison/contrast • Cause/effect

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

<p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Determine when to include:</p> <ul style="list-style-type: none"> • Formatting • Graphics • Multimedia <p>to aid comprehension</p> <p>Determine how to organize:</p> <ul style="list-style-type: none"> • Ideas • Concepts • Information <p>Develop the topic, using:</p> <ul style="list-style-type: none"> • Facts • Definitions • Concrete details • Quotations • Other information • Examples <p>Select appropriate transitions to create cohesion and clarify relationships</p> <p>Determine precise language and domain-specific vocabulary</p> <p>Establish and maintain a formal style for a selected topic</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented</p> <p>Product</p> <p>Write an informative/explanatory text to:</p> <ul style="list-style-type: none"> • Examine a topic • Convey ideas • Concepts and information <p>through:</p> <ul style="list-style-type: none"> • Text selection • Organization • Analysis of relevant content <p>Introduce, preview, and develop a topic with:</p> <ul style="list-style-type: none"> • Relevant fact • Definitions • Concrete details • Quotations • Other information • Examples <p>Organize:</p> <ul style="list-style-type: none"> • Ideas • Concepts • Information <p>Use strategies such as:</p> <ul style="list-style-type: none"> • Definitions • Classification • Comparison/contrast • Cause/effect
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KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>Use:</p> <ul style="list-style-type: none"> • Formatting • Graphics • Multimedia <p>when useful in aiding comprehension Use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion Use precise language and domain-specific vocabulary to inform or explain the text Establish and maintain a formal style Provide a supportive, concluding statement or section that follows from the information or explanation presented</p>
6	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept.</p> <p>A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definitions, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information, and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain about the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding</p>	<p>Knowledge Identify formal styles of writing Identify relevant:</p> <ul style="list-style-type: none"> • Facts • Definitions • Concrete details • Quotations • Examples <p>Identify:</p> <ul style="list-style-type: none"> • Various transitions that clarify relationships among ideas and concepts • Precise language and domain-specific vocabulary related to the topic • A concluding statement or section that follows from the information or explanation presented <p>Reasoning Develop a topic with:</p> <ul style="list-style-type: none"> • Facts • Definitions • Concrete details • Quotations • Other information • Examples <p>Determine when to include:</p> <ul style="list-style-type: none"> • Formatting • Graphics • Multimedia <p>to aid comprehension Select various transition that clarify relationships among ideas and concepts Determine how to organize:</p> <ul style="list-style-type: none"> • Ideas • Concepts • Information <p>Determine when to use various strategies such as:</p> <ul style="list-style-type: none"> • Definitions • Classification

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> • Comparison/contrast • Cause/effect <p>Select precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented</p> <p>Product</p> <p>Write informative/explanatory texts to:</p> <ul style="list-style-type: none"> • Examine a topic • Convey ideas, concepts or information <p>through:</p> <ul style="list-style-type: none"> • Text selection • Organization • Analysis <p>of relevant concept</p> <p>Introduce and develop a topic with:</p> <ul style="list-style-type: none"> • Relevant facts • Definitions • Concrete details • Quotations • Other information • Examples <p>Organize ideas, concepts, and information using strategies such as:</p> <ul style="list-style-type: none"> • Definitions • Classification • Comparison/contrast • Cause/effect <p>Use:</p> <ul style="list-style-type: none"> • Formatting • Graphics • Multimedia <p>when useful in aiding comprehension</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Provide a concluding statement or section that follows from the information or explanation presented</p>
5	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly, provide a general</p>	<p>Knowledge</p> <p>Identify:</p> <ul style="list-style-type: none"> • A topic • Related information grouped logically <p>including:</p> <ul style="list-style-type: none"> • Formatting • Illustrations

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

<p>observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • Multimedia <p>to aid comprehension</p> <p>Support a topic with:</p> <ul style="list-style-type: none"> • Facts • Definitions • Concrete details • Quotations • Other information • Examples <p>related to the topic:</p> <ul style="list-style-type: none"> • Linked ideas within and across categories of information using words, phrases, and clauses • Precise language and domain-specific vocabulary to inform about or explain the topic • A concluding statement or section related to the information or explanation presented <p>Reasoning</p> <p>Develop:</p> <ul style="list-style-type: none"> • A topic written clearly • Related information grouped logically <p>Including:</p> <ul style="list-style-type: none"> • Formatting • Illustrations • Multimedia <p>to aid in comprehension</p> <p>Determine related:</p> <ul style="list-style-type: none"> • Facts • Definitions • Concrete details • Quotations • Other information • Examples <p>that develop the topic</p> <p>Determine appropriate words and phrases that link ideas within and across categories of information using words, phrases, and clauses</p> <p>Determine a concluding statement or section that relates to the information presented</p> <p>Product</p> <p>Write an informative/explanatory text that includes:</p> <ul style="list-style-type: none"> • A topic written clearly • A general observation and focus • Related information grouped logically <p>Including:</p> <ul style="list-style-type: none"> • Formatting • Illustrations • Multimedia <p>when useful to aid comprehension</p> <p>Develop a topic with:</p>
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KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<ul style="list-style-type: none"> • Facts • Definitions • Concrete details • Quotations • Other information • Examples <p>related to the topic</p> <p>Include:</p> <ul style="list-style-type: none"> • Linked ideas within and across categories of information using words, phrases, and clauses • Precise language and domain-specific vocabulary to inform about or explain the topic • A concluding statement or section related to the information or explanation presented
4	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because.)</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Knowledge</p> <p>Identify:</p> <ul style="list-style-type: none"> • A topic that is clear • Related-information grouped together in: <ul style="list-style-type: none"> ○ Paragraphs ○ Sections • That contain: <ul style="list-style-type: none"> ○ Formatting ○ Illustrations ○ Multimedia • When useful in aiding comprehension • A topic developed with: <ul style="list-style-type: none"> ○ Facts ○ Definitions ○ Concrete details ○ Quotations ○ Other information ○ Examples related to the topic • Linked ideas within categories of information using words and phrases • Precise language and domain-specific vocabulary to inform about or explain the topic • A concluding statement or section related to the information or explanation presented <p>Reasoning</p> <p>Develop:</p> <ul style="list-style-type: none"> • A topic that is clearly introduced • Related-information grouped in <ul style="list-style-type: none"> ○ Paragraphs ○ Sections • That contain: <ul style="list-style-type: none"> ○ Formatting ○ Illustrations ○ Multimedia • When useful in aiding comprehension

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<ul style="list-style-type: none"> • A topic developed with: <ul style="list-style-type: none"> ○ Facts ○ Definitions ○ Concrete details ○ Quotations ○ Other information ○ Examples related to the topic • Linked ideas within categories of information using words and phrases • Precise language and domain-specific vocabulary to inform about or explain the topic • A concluding statement or section related to the information or explanation presented <p>Product Write informative/explanatory texts that include:</p> <ul style="list-style-type: none"> • A topic that is clearly introduced • Related-information grouped in: <ul style="list-style-type: none"> ○ Paragraphs ○ Sections • That contain: <ul style="list-style-type: none"> ○ Formatting ○ Illustrations ○ Multimedia • when useful in aiding comprehension • a topic developed with: <ul style="list-style-type: none"> ○ facts ○ definitions ○ concrete details ○ quotations ○ other information ○ examples related to the topic • linked ideas within categories of information using words and phrases • precise language and domain-specific vocabulary to inform about or explain the topic • a concluding statement or section related to the information or explanation presented
3	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p>	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Topic • Facts • Definitions • Details • Linking words and phrases to connect ideas within categories of information • Concluding statements or sections <p>Reasoning Develop:</p>

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • A topic that groups related information together • Illustrations when useful to aiding comprehension • A topic with <ul style="list-style-type: none"> ○ Facts ○ Definitions ○ Details • Linking words and phrases to connect ideas within categories of information • A concluding statement or section <p>To:</p> <ul style="list-style-type: none"> • Examine a topic • Convey ideas • Convey information clearly <p>Product</p> <p>Write informative/explanatory text that include(s):</p> <ul style="list-style-type: none"> • A topic that groups related information together • Illustrations when useful to aiding comprehension • A developed topic with: <ul style="list-style-type: none"> ○ Facts ○ Definitions ○ Details • Linking words and phrases to connect ideas within categories of information • A concluding statement or section <p>To:</p> <ul style="list-style-type: none"> • Examine a topic • Convey ideas • Convey information clearly
2	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Knowledge</p> <p>Recognize an:</p> <ul style="list-style-type: none"> • Informative text • Explanatory text <p>Identify:</p> <ul style="list-style-type: none"> • Topic sentence • Facts • Definitions • Concluding statement <p>Reasoning</p> <p>Use facts and definitions appropriately to develop points</p> <p>Determine an appropriate concluding statement or section</p>

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>Product Write an informative/explanatory text that:</p> <ul style="list-style-type: none"> • Focuses on a specific topic • Uses facts and definitions to develop the topic • Includes a concluding statement or section
1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<p>Knowledge Identify an informative/explanatory text Select a topic for an informative/explanatory writing</p> <p>Reasoning Determine: Supporting facts about a topic Appropriate closure</p> <p>Product Write an informative/explanatory text in which they:</p> <ul style="list-style-type: none"> • Name a topic • Supply some facts about the topic • Provide some sense of closure
K	Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.	<p>Knowledge Identify an informative/explanatory text Select a topic for an informative/explanatory writing</p> <p>Reasoning Combine drawing, dictation and writing to compose informational/explanatory text to supply additional information about the topic</p> <p>Product Compose informative/explanatory text using which they:</p> <ul style="list-style-type: none"> • Name the topic about which they are writing • Supply some information about the topic

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: W-8.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task.

KAS Standard W.4	KAS Deconstruction	Prerequisite Skills
<p>8</p> <p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>	<p>Knowledge (The underpinning skill 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 • Style <p>appropriate to task 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 • Organization • Style <p>appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>	
<p>7</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</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 • Style <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,</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<p>6, 7, 10) Product Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • Idea development • Organization • Style <p>appropriate to task, purpose, and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>
6	<p>Produce clear and coherent writing in which the development, organization, and style 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 • Style <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 • Organization • Style <p>appropriate to task, purpose, and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>
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

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<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 • Organization <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>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	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate</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

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p>	<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> <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		

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: W-8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting, focusing on how well purpose and audience have been addressed.

KAS Standard	W.5	KAS Deconstruction	Prerequisite Skills
8	<p>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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 8 on page 52).</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 • Recognize how well to focus on: <ul style="list-style-type: none"> ○ Audience ○ Purpose <p>Know how to edit for conventions of writing demonstrating (see Language standards 1-3 up to and including grade 8 on page 52)</p> <p>Reasoning With some guidance and support from peers and adults, student develop and strengthen writing by</p> <ul style="list-style-type: none"> • Planning • Revising • Editing • Rewriting • Trying a new approach <p>Determine how well the focus of:</p> <ul style="list-style-type: none"> • Audience • Purpose <p>have been addressed</p>	
7	<p>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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of</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>Recognize how well to focus on:</p> <ul style="list-style-type: none"> • Audience • Purpose <p>Know how to edit for conventions of Writing demonstrating (see Language Standards 1-3 up to and including grade 7 on page 52)</p> <p>Reasoning With some guidance and support from peers and adults, student develops and strengthens writing by:</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>Language standards 1-3 up to and including grade 7 on page 52).</p>	<ul style="list-style-type: none"> • Planning • Revising • Editing • Rewriting • Trying a new approach <p>Determine how well the focus of:</p> <ul style="list-style-type: none"> • Audience • Purpose <p>have been addressed</p>	
6	<p>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>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 6 on page 52)</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 	
5	<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.</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</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

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

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	and 29.)	adults, students develop and strengthens writing by: <ul style="list-style-type: none"> • Planning • Revising • Editing • Rewriting • Trying a new approach • 	
2	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Knowledge With guidance and support from adults and peers, students recognize how to: <ul style="list-style-type: none"> • Focus on a topic • Revise and edit Reasoning With guidance and support from peers and adults, students strengthen writing as needed by: <ul style="list-style-type: none"> • Revising • Editing 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

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>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: W-8.5 Use technology, including the Internet, to produce and publish writing and present the information and ideas efficiently as well as to interact with others.

KAS Standard	W.6	KAS Deconstruction	Prerequisite Skills
8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<p>Knowledge Identify publishing and collaborative options that use technology Know how to collaborate effectively for an intended purpose Select technology to present information and ideas</p> <p>Reasoning Determine the best technology tools for producing and publishing writing, including on-line tools Determine the best technology options for communicating and collaborating with others, including on-line tools Evaluate the relationship between information presented and ideas expressed</p> <p>Performance Skill Use technology, including the Internet, to:</p> <ul style="list-style-type: none"> • Produce, revise, edit and publish writing • Interact and collaborate with others for an intended purpose • Present information and ideas 	
7	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<p>Knowledge Identify publishing and collaborative options that use technology Explain how to:</p> <ul style="list-style-type: none"> • Cite sources • Create hyperlinks <p>Know how to collaborate effectively for an intended purpose</p> <p>Reasoning Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience Determine the best technology options for communicating and collaborating with others for an intended purpose</p> <p>Performance Skill Use technology, including the Internet, to:</p> <ul style="list-style-type: none"> • Produce • Revise 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

		<ul style="list-style-type: none"> • Edit • Publish writing <p>Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose</p>	
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>Knowledge Know how to download, save, upload, attach documents Select appropriate word processing tools Select appropriate tools for communicating and collaborating</p> <p>Reasoning Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others</p> <p>Performance Skill 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>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	<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 	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Reasoning With some guidance and support:</p> <ul style="list-style-type: none"> • Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others <p>Performance Skill With some guidance and support:</p> <ul style="list-style-type: none"> • Use technology, including the Internet, to develop, revise, edit, and publish writing • Use technology to communicate and collaborate with others • Use keyboarding skills to type one page or more in a single sitting 	
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>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	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Knowledge With guidance and support:</p> <ul style="list-style-type: none"> • Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools) <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>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

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

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: W-8.6 Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions.

KAS Standard	W.7	KAS Deconstruction	Prerequisite Skills
8	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p>Knowledge Apply:</p> <ul style="list-style-type: none"> • Reliable sources of information • Appropriate inquiry methods to conduct a research project • Multiple avenues of exploration (technology, library skills, etc.) <p>Reasoning Determine which facts/examples best answer a question Draw conclusions about the validity of sources Formulate questions either verbally or written, that would allow for other avenues of exploration Conduct short research projects that:</p> <ul style="list-style-type: none"> • Answer questions (including self-generated questions) • Draw on several sources • Generate additional related focused questions that allow for multiple avenues of exploration 	
7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<p>Knowledge Use reliable sources of information Implement appropriate inquiry methods to conduct a short research project</p> <p>Reasoning Select appropriate sources of information to answer a question Determine relevant and irrelevant information from sources to answer a question Formulate focused questions from sources of information for further research and investigation Conduct steps for research to answer a question Generate additional related, focused questions for further research and investigation Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation</p>	
6	Conduct short research projects to answer a question, drawing on	<p>Knowledge Apply appropriate research and inquiry methods to conduct a research project</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	several sources and refocusing the inquiry when appropriate.	<p>Apply multiple resources to conduct short research projects</p> <p>Reasoning 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>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</p>	

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	produce a report; record science observations).	Organize relevant information on a topic (e.g., share information, produce a report) 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).	Knowledge Conduct shared research using various sources and tools Explore the format of a variety of texts (e.g., 'how to') 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	
K	Participate in shared research and writing projects(e.g. explore a number of books by a favorite author and express opinions about them)	Knowledge Identify sources and tools for shared research Reasoning Determine and apply appropriate sources and tools to conduct shared research Participate in shared research and writing projects	

KAS-KAAP Content Assessment Standard: M-8.1 Compare the slope of the graph in two different proportional relationships.

KAS Standard 8.EE.5		KAS Deconstruction	Prerequisite Skills
8	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which	Knowledge Graph proportional relationships Reasoning Compare two different proportional relationships represented in different ways (for example, compare a distance-time graph to a distance-time equation to determine with of two objects has greater speed) Practice Standards Construct viable arguments and critique the reasoning of others Model with mathematics	Prerequisite Q Taxons Find and identify the intercepts of a linear relation

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	of two moving objects has greater speed.		
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KAS-KAAP Content Assessment Standard: M-8.2 Solve one variable linear equations.

	KAS Standard 8.EE.7	KAS Deconstruction	Prerequisite Skills
8	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively	<p>Knowledge</p> <p>Give examples of linear equations in one variable with one solution and show that the given example equation has one solution by successively transforming the equation into an equivalent equation of the form $x=a$</p> <p>Give examples of linear equations in one variable with infinitely many solutions and show that the given example transforming the equation into an equivalent equation of the form $a=a$</p> <p>Give examples of linear equations in one variable with no solution and show that</p>	<p>Prerequisite Q Taxons</p> <p>Solve two-step linear equations and inequalities and graph solutions of the inequalities on a number line</p> <p>Use the commutative, associative, and distributive properties, and inverses and identities to simplify algebraic expressions</p> <p>Compute with rational numbers (positive and negative)</p>

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	<p>the given example has no solution by successively transforming the equation into an equivalent equation of the form $b=a$, where a and b are different numbers</p> <p>Practice Standards Look for and express regularity in repeated reasoning</p>	
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KAS-KAAP Content Assessment Standard: M-8.3 Demonstrate an understanding of congruency between two-dimensional figures.

KAS Standard	KAS Deconstruction	Prerequisite Skills
8.G.2		
8	<p>Understand that a two-dimensional figure is congruent to another if the second can be</p>	<p>Knowledge Define congruency Identify symbols for congruency</p> <p>Reasoning Apply the concept of congruency to write congruent statements</p>
		<p>Prerequisite Q Taxons Locate, given the coordinates of, and graph points which are the results of translations or reflections in all quadrants of the coordinate plane Locate points in all quadrants of the coordinate plane using ordered pairs Generate a set of ordered pairs using a rule which is stated in</p>

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

	<p>obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	<p>Reason that a 2-D figure is congruent to another if the second can be obtained by a sequence of rotations, reflections or translation Describe the sequence of rotations, reflections, transitions that exhibits the congruence between 2-D figures using words</p> <p>Practice Standards Construct viable arguments and critique the reasoning of others Look for and make use of structure</p>	<p>verbal, algebraic, or table form</p>
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KAS-KAAP Content Assessment Standard: M-8.4 Demonstrate understanding of similarity between two-dimensional figures.

KAS Standard	KAS Deconstruction	Prerequisite Skills
8.G.4		
8	Understand	Knowledge
		Prerequisite Q Taxons

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

<p>that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.</p>	<p>Define similar figures as corresponding angles are congruent and corresponding sides are proportional Recognize symbol for similar</p> <p>Reasoning Apply the concept of similarity to write similarity statements Reason that a 2-D figure is similar to another if the second can be obtained by a sequence of rotations, reflections, translation, or dilation Describe the sequence of rotations, reflections, translations, or dilations that exhibits the similarity between 2-D figures using words and/or symbols</p> <p>Practice Standards Construct viable arguments and critique the reasoning of others. Look for and make use of structure</p>	<p>Write or model a linear equation or inequality to solve a given problem Use proportional reasoning to solve problems related to similar and congruent shapes</p>
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KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: M-8.5 Demonstrate an understanding that a function is a rule that assigns to each input exactly one output.

KAS Standard 8.F.1	KAS Deconstruction	Prerequisite Skills
<p>8 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>	<p>Knowledge Define 'inspection' Identify cases in which a system of two equations in two unknowns has no solution Identify cases in which a system of two equations in two unknowns has an infinite number of solutions Solve a system of two equations (linear) in two unknowns algebraically Solve simple cases of systems of two linear equations in two variable by inspection</p> <p>Reasoning Estimate the point(s) of intersection for a system of two equations in two unknowns by graphing the equations</p> <p>Practice Standards Make sense of problems and persevere in solving them Reason abstractly and quantitatively</p>	<p>Prerequisite Q Taxons Locate points in all quadrants of the coordinate plane using ordered pairs Generate a set of ordered pairs using a rule which is stated in verbal, algebraic or table form</p>

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KAS-KAAP Content Assessment Standard: M-8.6 Given a volume formula, solve real-world problems involving cones, cylinders and spheres.

KAS Standard 8.G.9	KAS Deconstruction	Prerequisite Skills
<p>8 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	<p>Knowledge Identify and define vocabulary: Cone, cylinder, sphere, radius, diameter, circumference, area, volume, pi, base, height Know formulas for volume of cones, cylinders, and spheres</p> <p>Reasoning Compare the volume of cones, cylinders, and spheres Determine and apply appropriate volume formulas in order to solve mathematical and real-world problems for the given shape Given the volume of a cone, cylinder, or sphere, find the radii, height, or approximate for pi</p> <p>Practice Standards Make sense of problems and persevere in solving them Reason abstractly and quantitatively Model with mathematics</p>	<p>Prerequisite Q Taxons Use models to find volume for prisms and cylinders as the product of the area of the base (B) and the height. Calculate the volume of prisms Use nets or formulas to find the surface area of prisms and cylinders Use models to investigate the relationship of the volume of a cone to a cylinder and a pyramid to a prism with the same base and height</p>

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