

KAS-KAAP Aligned Content Assessment Standards Instructional Alignment Planning Tool

KAS-KAAP Content Assessment Standard: Reading HS.1 Determine the meaning, tone and cumulative impact of figurative and connotative words and phrases as they are used in the text.

KAS Standard RL.4		KAS Deconstruction	Prerequisite Skills
HS	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<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 words that impact meaning and tone</p> <p>Reasoning Determine the meaning of words and phrases as they are used in a text Determine the figurative and connotative meanings of words and phrases as they are used in a text Analyze the cumulative impact of specific word choice on meaning or tone</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>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 	
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	<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 	

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	<p>sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<ul style="list-style-type: none"> 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 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 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>	

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3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Knowledge Identify literal and nonliteral words and phrases in a text Reasoning Determine the meaning of literal and nonliteral words and phrases as they are used in a text	

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2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p>Knowledge Identify: 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	Identify words and phrases in a stories or poems that suggest feelings or appeal to the senses.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Words in stories or poems • Phrases in stories or poems • The various senses <p>Recognize words and phrases that:</p> <ul style="list-style-type: none"> • Suggest feelings • Appeal to the senses <p>Reasoning Identify words and phrases in</p> <ul style="list-style-type: none"> • Stories • Poems <p>That:</p> <ul style="list-style-type: none"> • Suggest feelings • Appeal to the senses 	
K	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>	

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KAS-KAAP Content Assessment Standard: Reading HS.2 Analyze how characters develop over the course of a text, interact with other characters, and advance the plot.

KAS Standard RL.3		KAS Deconstruction	Prerequisite Skills
HS	Analyze how complex character (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme. (9-10 RL.3)	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Complex character in a text • Evidence in a text that makes the character complex <p>Identify conflicting motivations Identify the theme of a story</p> <p>Reasoning Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)':</p> <ul style="list-style-type: none"> • Conflicts • Motivations • Interactions <p>Advance the plot or theme</p>	
8	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<p>Knowledge Identify elements of literature:</p> <ul style="list-style-type: none"> • Dialogue • Plot • Characterization <p>Reasoning Analyze lines of dialogue for:</p> <ul style="list-style-type: none"> • Propelling action • Revealing characters • Provoking decisions <p>Analyze lines of incidents for:</p> <ul style="list-style-type: none"> • Propelling action • Revealing character • Provoking decisions 	
7	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p>Knowledge Describe elements of a story or drama Identify changes in elements of the story or drama Identify interactions between elements</p> <p>Reasoning Analyze how a change in one element shapes another</p>	

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		Analyze how elements of a story or drama interact	
6	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p>Knowledge Identify a series of episode (e.g., rising action, etc.) within a specific story or drama Identify character types and traits</p> <p>Reasoning Describe how a plot unfolds in a series of episodes Explain how character(s) respond or change over the course of the story or drama</p>	
5	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>Knowledge Define terms: compare and contrast Identify specific details that describe:</p> <ul style="list-style-type: none"> • Characters • Settings • Events <p>In a story or drama Identify similarities of two or more:</p> <ul style="list-style-type: none"> • Characters • Settings • Events <p>In a story or drama</p> <p>Reasoning Compare two or more:</p> <ul style="list-style-type: none"> • Characters • Settings • Events <p>In a text using specific details from a text Contrast two or more:</p> <ul style="list-style-type: none"> • Characters • Settings • Events <p>In a text using specific details from a text</p>	
4	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).	<p>Knowledge Identify the character, setting, and/or events in a story Identify specific details about:</p> <ul style="list-style-type: none"> • Characters • Setting • Events <p>Reasoning Describe:</p> <ul style="list-style-type: none"> • A character's actions • A character's thoughts • The setting • Events 	

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		Based on evidence in the text	
3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>Knowledge Describe a character's feelings/emotions based on information found in the text Describe a character's traits/motivations Retell the sequence of events using time order words</p> <p>Reasoning Infer a character's feelings and/or emotions Analyze a character's feelings and/or emotions Interpret how a character's</p> <ul style="list-style-type: none"> • Traits • Motivations • Feelings <p>Lead to actions Explain how a character's actions contribute to the sequence of events</p>	
2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>Knowledge Identify key details in text Describe key details of the text using who, what, where, when, why and how</p> <p>Reasoning Determine the answers of informational text using who, what, where, when, why and how</p>	
1	Ask and answer questions about key details in a text.	<p>Knowledge Identify key details of a text Ask questions about key details in a text Answer questions about key details in a text</p>	
K	With prompting and support, ask	<p>Knowledge With prompting and support</p>	

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	and answer questions about key details in a text.	<ul style="list-style-type: none">• Identify key details in a text• Ask questions about key details• Answer questions about key details	
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KAS-KAAP Content Assessment Standard: Reading HS.3 Determine a theme of a text and analyze its development over the course of the text including how it is refined by details; provide an objective summary. (literature)

KAS Standard RL.2		KAS Deconstruction	Prerequisite Skills
HS	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RL.2)	<p>Knowledge Identify the central idea or theme within a text Identify specific details that support the development of a theme or central idea as it:</p> <ul style="list-style-type: none"> • Emerges • Is shaped • Is refined <p>Provide an objective summary</p> <p>Reasoning Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas or themes with specific details Formulate an objective summary that includes how the central idea:</p> <ul style="list-style-type: none"> • Emerges • Is shaped • Is refined by specific details • 	
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	<p>Knowledge Recognize theme and central idea Identify supporting details</p>	

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	analyze its development over the course of the text; provide an objective summary of the text.	<p>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 judgments.	<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> <p>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</p>	
5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p>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>	

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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 moral and explain how it is conveyed through key details in the text.	<p>Knowledge Recount</p> <ul style="list-style-type: none"> • Fables from diverse cultures • Folktales from diverse cultures • Myths from diverse cultures <p>Reasoning Determine the:</p> <ul style="list-style-type: none"> • Moral of a fable • Lesson of a folktale • Central message of a myth <p>Determine how the central message, lesson or moral is conveyed through key details in the text</p>	
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	<p>Knowledge Identify fables and folktales from diverse cultures Define diverse cultures Recall details from stories (e.g., fables and folktales)</p> <p>Reasoning Recount details of a story (e.g., fables and folktales) Determine the meaning, lesson or moral of a story (e.g., fables and folktales)</p>	

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1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Key details of a story • Central message/lesson of the story <p>Retell story, including key details</p> <p>Reasoning Apply understanding of their central message or lesson</p>	
K	With prompting and support, retell familiar stories, including key details.	<p>Knowledge With prompting and support:</p> <ul style="list-style-type: none"> • Identify key details of a story • Retell a familiar story including key details 	

KAS-KAAP Content Assessment Standard: Reading HS.4 Determine a theme of a text and analyze its development over the course of the text including how it is refined by details; provide an objective summary. (informational text)

KAS Standard	KAS Deconstruction	Prerequisite Skills
RI.2		
HS	<p>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. (9-10 RI.2)</p> <p>Knowledge Identify the central idea within a text Identify specific details that support the development of the central idea as it:</p> <ul style="list-style-type: none"> • Emerges • Is shaped • Is refined <p>Provide an objective summary</p> <p>Reasoning Analyze how the central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas with specific details Provide an objective summary that includes</p>	

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		how the central idea emerges, is shaped, and refined by specific details	
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>	
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>	

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

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KAS-KAAP Content Assessment Standard: Reading HS.5 Cite details from the text that support inference.

KAS Standard RI.1		KAS Deconstruction	Prerequisite Skills
HS	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<p>Knowledge Identify strong and thorough textual evidence Discuss details the text uses to support textual analysis</p> <p>Reasoning Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas Draw inferences from the text to support textual analysis Cite strong and thorough textual evidence to support the text (explicit and inferred)</p>	
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference drawn from the text.	<p>Knowledge Recognize the difference in explicitly stated information and inference information in a text</p> <p>Reasoning Determine strongly supporting details for: <ul style="list-style-type: none"> • What is explicitly stated • Inferences made Make inferences about what is said in the text Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred)</p>	
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Knowledge Identify: <ul style="list-style-type: none"> • Inferences from a text • Explicit information from a text Recognize credible resources/sources</p> <p>Reasoning Analyze several pieces of text to determine what it explicitly says Formulate inferences from textual material Cite resources that support analysis of a text</p>	

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6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Knowledge Locate textual evidence that supports what the text says Recognize textual evidence that supports inferences drawn from the text</p> <p>Reasoning Determine the evidence that supports the explicit analysis of the text Cite examples of textual evidence that supports inferences drawn from the text</p>	
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Knowledge Explain explicitness of text by quoting accurately from the text</p> <p>Reasoning Draw inferences using textual information</p>	
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Knowledge Explain the difference between explicit and inferred information in a text Identify details and examples when:</p> <ul style="list-style-type: none"> • Explaining what the text says explicitly • Drawing inferences from the text <p>Reasoning Explain what the text says using details and examples when:</p> <ul style="list-style-type: none"> • Identifying explicit information • Drawing inferences 	
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Knowledge Ask and answer questions to understand text</p> <p>Reasoning Formulate questions (based on the text) to demonstrate understanding Refer explicitly to the text to answer questions</p>	
2	Ask and answer such questions as who, what, where, when, why, and	<p>Knowledge Identify key details in an informational text Describe key details in an informational text using the questions who, what, when,</p>	

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	how to demonstrate understanding of key details in a text.	where, why and how Reasoning Determine the answers to questions about informational text using the questions who, what, when, where, why and how	
1	Ask and answer questions about key details in a text.	Knowledge Identify key details of an informational text Ask questions about the key details in <ul style="list-style-type: none"> • An information text 	
K	With prompting and support, ask and answer questions about key details in a text.	Knowledge With prompting and support: Identify key details in informational text Ask questions about key details in informational text Answer questions about key details in informational text	

KAS-KAAP Content Assessment Standard: Reading HS.6 Determine an author’s purpose in a text and analyze how an author uses rhetoric to advance the purpose.

KAS Standard RI.6		KAS Deconstruction	Prerequisite Skills
HS	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Knowledge Define rhetoric Identify rhetorical techniques Reasoning Analyze the author’s use of rhetoric Analyze the rhetorical techniques the author uses to express his/her point of view or purpose Support your analysis with examples from the text	
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.	Knowledge Determine the author’s point of view or purpose Identify: <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 Reasoning	

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		<p>Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints</p> <p>Analyze the techniques the author uses to respond to conflicting evidence</p> <p>Support your analysis with examples from the text</p>	
7	<p>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>	<p>Knowledge</p> <p>Determine the author's point of view or purpose of a text</p> <p>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</p> <p>Explain how the author conveys his/her point of view throughout the text</p> <p>Make a distinction between the author's point of view and those of others mentioned or implied in the text</p> <p>Contrast how the author distinguishes his/her position from that of others</p> <p>Support your analysis with examples from the text</p>	
6	<p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Knowledge</p> <p>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> <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</p> <p>Compare and contrast point of view of the narrator or characters in a text</p> <p>Analyze how the author develops these different points of view</p>	
5	<p>Describe how a narrator's or speaker's point of view influences</p>	<p>Knowledge</p> <p>Define influences</p> <p>Identify narrator's or speaker's point of view</p>	

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	how events are .described	Describe narrator’s or speaker’s point of view Identify relevant events 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	
4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Knowledge Define vocabulary: <ul style="list-style-type: none"> • Compare • Contrast • Firsthand account • Secondhand account Describe the events or main ideas of each account 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	
3	Distinguish their own point of view from that of the author of a text.	Knowledge Recognize own point of view Identify the: Narrator’s point of view Character’s point of view Reasoning Compare/contrast own point of view to the narrator’s or the character’s point of view	

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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: W-HS-11-12.1 Create or 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 and logically, using dialogue, description and pacing to develop experiences and characters, using a variety of transition words and phrases to create a coherent whole, using precise words and phrases, descriptive details, and sensory language to capture the action and experiences

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and develop settings and characters, and provide a reasonable conclusion and reflect on the experience.

KAS Standard W.3	KAS Deconstruction	Prerequisite Skills
<p>11-12 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build towards a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events setting, and/or characters. D. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Knowledge Define tone Recognize how writers relate the significance of a problem, situation, or observation to a reader Identify multiple points of view in narratives Recognize techniques writers use to build toward a particular outcome</p> <p>Reasoning Analyze how writers create tone Develop a sequence of events that creates a desired tone and outcome Determine appropriate techniques to relate significance Analyze:</p> <ul style="list-style-type: none"> • Multiple points of view of various narratives • Use of multiple plot lines in narratives <p>Use a variety of techniques to logically sequence and connect events Analyze the relationships among experiences and events Design an organized sequence of events with dialogues to develop experiences, events, and/or characters Use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, characters Develop conclusions that reflects on what is experienced, observed, or resolved in a narrative</p> <p>Product Write a narrative that:</p> <ul style="list-style-type: none"> • Creates a particular tone • Engages the reader with a significant problem, situation, or observation and introduces a narrator and/or characters • Established multiple points of view • Creates a desired tone • Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters and build toward a particular outcome • Uses a variety of transitions to develop a coherent sequence of events • Uses appropriate precise, descriptive, and sensory language • Includes a reflective conclusion that flows from 	

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		what is experienced, observe, or resolved	
9-10	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Knowledge Identify multiple points of view in narratives Define and identify multiple plot lines</p> <p>Reasoning Analyze multiple points of view of various narratives Analyze the use of multiple plot lines in narratives Use a variety of techniques to logically sequence and connect events 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 develop vivid images of experiences, events, setting, characters Develop conclusions that reflect on what is experienced, observed, or resolved 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 with a problem, situation, or observation and introduces a narrator and/or characters • Establishes multiple points of view • Uses techniques such as dialogues, pacing, description, reflection and multiple plot lines to develop experiences, events, characters • Uses a variety of transitions to develop a coherent sequence of events • Uses appropriate precise, descriptive, and sensory language • Includes a reflective conclusion that flows from what is experienced, observed, or resolved. 	
8	<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</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>	

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	<p>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 experiences or events.</p>	<p>Reasoning</p> <p>Interpret points of view of various narratives</p> <p>Design and organize event sequences that unfold naturally and logically</p> <p>Use a variety of transitions to shift from one setting to another</p> <p>Analyze the relationships among experiences and events</p> <p>Design an organized sequence of events with dialogue to develop experiences, events, and/or characters</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences and events</p> <p>Assemble a conclusion that reflects on experiences and events in a narrative</p> <p>Product</p> <p>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 relationships • 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</p>	<p>Knowledge</p> <p>Define point of view</p> <p>Identify various points of view in a narrative</p> <p>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</p> <p>Use a variety of techniques to engage the reader and establish context and point of view</p> <p>Use dialogue, pacing, description to develop events and characters</p> <p>Use a variety of transitions to move events along and to signal shifts in a narrative</p> <p>Develop conclusions that reflect on the events of a narrative</p> <p>Use precise, descriptive, and sensory language to</p>	

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	<p>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>capture the action and to develop experiences and events</p> <p>Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters</p> <p>Performance Skill</p> <p>Product</p> <p>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	<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 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>Knowledge</p> <p>Describe the characteristics of a narrative</p> <p>Describe a variety of ways authors engage readers</p> <p>Identify how writers use transitional words, phrases, clauses to signal change in a narrative</p> <p>Reasoning</p> <p>Use a variety of techniques to engage the reader and establish context</p> <p>Analyze narrative techniques such as:</p> <ul style="list-style-type: none"> • Dialogue • Pacing • Description <p>to develop experiences, events and/or characters</p> <p>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</p> <p>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</p> <p>Use precise words and phrases, relevant descriptive details and sensory language to develop experiences and events</p> <p>Product</p>	

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

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

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	closure.	<p style="text-align: center;">feelings</p> <p>Use temporal words to organize narrative into logical sequence Formulate logical conclusions</p> <p>Performance Skill</p> <p>Product Write a narrative that:</p> <ul style="list-style-type: none"> • Establishes a situation • Introduces a narrator or character(s) • Uses dialogue and descriptions to reveal actions, thoughts, feelings • Uses temporal words and phrases • Includes a sense of closure 	
2	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</p>	

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		<p>change of events in narrative Create relevant and elaborated details to support events of narrative</p> <p>Product Write a narrative that recounts two or more events and includes:</p> <ul style="list-style-type: none"> • Supporting details • Transitional words • A sense of closure 	
K	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<p>Knowledge Define event Choose a single event to discuss</p> <p>Reasoning Distinguish between relevant and irrelevant details Sequence relevant events React to the event</p> <p>Product Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction</p>	

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KAS-KAAP Content Assessment Standard: W-HS-11-12.2 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

KAS Standard W.4	KAS Deconstruction	Prerequisite Skills
11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<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 purpose and audience (Additional underpinned reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)</p>	
9-10 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<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 purpose and audience (Additional underpinned reasoning targets are found 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>	

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		<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>	
8	<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>	
7	<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</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</p>	

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	<p>types are defined in standards 1-3 above.)</p>	<p>(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>	
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</p>	<p>Knowledge (The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)</p>	

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	<p>and organization are appropriate to task, purpose and audience.</p>	<p>Reasoning Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • Task • Purpose • Audience <p>Determine suitable:</p> <ul style="list-style-type: none"> • Idea development strategies • Organization <p>appropriate to task and purpose and audience (additional underpinning reasoning targets are found in Writing Standards 1, 2, 3, 7, 8, 9)</p> <p>Performance Skill (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p> <p>Product Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • Idea development • 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 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>	

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3	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p>	<p>Knowledge (The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)</p> <p>Reasoning Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • Task • Purpose <p>with guidance and support</p> <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>	
2	Begins in grade 3		
1	Begins in grade 3		
K	Begins in grade 3		

KAS-KAAP Content Assessment Standard: W-HS-11-12.3 Develop and strengthen writing as needed by planning, revising, editing, rewriting, and focusing on what is most significant for a specific purpose and audience.

KAS Standard W.5		KAS Deconstruction	Prerequisite Skills
11-12	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Knowledge Recognize how and when to:</p> <ul style="list-style-type: none"> • Plan • Revise • Edit • Rewrite • Try a new approach <p>Recognize significant information for the needs of</p> <ul style="list-style-type: none"> • Audience • Purpose <p>Know how to edit for conventions of Writing</p>	

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		<p>demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p> <p>Reasoning Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> • Planning • Revising • Editing • Rewriting • Trying a new approach <p>Determine focus on:</p> <ul style="list-style-type: none"> • What is most significant for a specific purpose • What is significant for a specific audience 	
9-10	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Knowledge Recognize how and when to:</p> <ul style="list-style-type: none"> • Plan • Revise • Edit • Rewrite • Try a new approach <p>Recognize significant information for the needs of</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 9-10 on page 54)</p> <p>Reasoning Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> • Planning • Revising • Editing • Rewriting • Trying a new approach <p>Determine focus on:</p> <ul style="list-style-type: none"> • What is most significant for a specific purpose • What is significant for a specific audience 	
8	<p>With some guidance and support from peers and adults, develop and strengthen writing as</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 	

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	<p>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>	<ul style="list-style-type: none"> • 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 Language standards 1-3 up to and including grade 7 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 <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> <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>	

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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 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</p>	<p>Knowledge With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • Plan

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

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

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KAS-KAAP Content Assessment Standard: W-HS-11-12.4 Use technology, including the Internet, to produce, publish and update shared writing products including new arguments and information.

KAS Standard W.6		KAS Deconstruction	Prerequisite Skills
11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<p>Knowledge Know a variety of ways to use technology and the Internet to produce, update and publish products</p> <p>Reasoning Evaluate feedback for value as new arguments or information</p> <p>Performance Skill Demonstrate use of technology, including the Internet, to produce and publish writing products Use technology, including the Internet, to respond to on-going feedback by updating individual/shared products with new arguments and information</p>	
9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<p>Knowledge Define flexible (e.g., continually updated) and dynamic (e.g., continually progressing with intensity and vigor) display of information Know how to keep links updated with current information</p> <p>Reasoning Critique their own or others products to update or maintain new and accurate information Determine appropriate information for links</p> <p>Performance Skill Use technology, including the Internet, to produce, revise, edit and publish writing Demonstrate use of technology to update individual/shared writing Use technology to interact and collaborate with others for an intended purpose Demonstrate command of technology to link to appropriate sources of information Use technology to display information flexibly and dynamically</p>	
8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and	<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</p>	

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	ideas efficiently as well as to interact and collaborate with others.	<p>Determine the best technology options for communicating and collaborating with others, including on-line tools</p> <p>Evaluate the relationship between information presented and ideas expressed</p> <p>Performance Skill</p> <p>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</p> <p>Identify publishing and collaborative options that use technology</p> <p>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</p> <p>Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience</p> <p>Determine the best technology options for communicating and collaborating with others for an intended purpose</p> <p>Performance Skill</p> <p>Use technology, including the Internet, to:</p> <ul style="list-style-type: none"> • Produce • Revise • Edit • Publish writing <p>Use technology to link to and cite sources</p> <p>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</p> <p>Know how to download, save, upload, attach documents</p> <p>Select appropriate word processing tools</p> <p>Select appropriate tools for communicating and collaborating</p> <p>Reasoning</p> <p>Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others</p> <p>Performance Skill</p> <p>Use technology, including the Internet, to produce and publish writing</p> <p>Use technology to interact and collaborate with others</p> <p>Use keyboarding skills to type three or more pages in a single sitting</p>	
5	With some	Knowledge	

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	<p>guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p>	<p>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	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Knowledge With some guidance and support:</p> <ul style="list-style-type: none"> • Use keyboarding skills • Know how to use word processing to produce and publish writing • Know how to use the Internet to communicate with others <p>Reasoning With some guidance and support:</p> <ul style="list-style-type: none"> • Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others <p>Performance Skill With some guidance and support:</p> <ul style="list-style-type: none"> • Use technology, including the Internet, to develop, revise, edit, and publish writing • Use technology to communicate and collaborate with others • Use keyboarding skills to type one page or more in a single sitting 	
3	<p>With guidance and support from adults, use technology to</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 	

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	<p>produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>tools)</p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • Use technology to produce and publish writing individually and with peers 	
1	<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>	

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

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KAS-KAAP Content Assessment Standard: W-HS-11-12.5 Gather relevant information from multiple print and digital sources; use advanced searches effectively; assess the usefulness and credibility of each source in terms of the task, purpose, and audience; integrate information selectively to maintain flow of ideas, avoiding plagiarism.

KAS Standard	W.8	KAS Deconstruction	Prerequisite Skills
11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	<p>Knowledge Recognize strengths and weaknesses of a source based on the task, purpose, and audience Define plagiarism Identify overreliance on a source Recognize authoritative sources Cite in standard formats</p> <p>Reasoning Evaluate sources by assessing strengths and weaknesses in terms of:</p> <ul style="list-style-type: none"> • Task • Purpose • Audience <p>Integrate information into text to:</p> <ul style="list-style-type: none"> • Maintain flow of ideas • Avoid plagiarism and overreliance on any one source <p>Gather relevant information from multiple authoritative print and digital sources Perform advanced searches effectively</p>	
9-10	Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<p>Knowledge Recognize authoritative digital and print sources Cite in standard formats Perform an advanced search Define and identify plagiarism</p> <p>Reasoning Gather relevant information from multiple print and digital sources Assess the usefulness/authoritative print of each source in answering the research question Integrate information into text selectively to:</p> <ul style="list-style-type: none"> • Maintain flow of ideas • Avoid plagiarism <p>Use advanced searches effectively</p>	
8	Use technology, including the Internet,	<p>Knowledge Recognize standard format for citation</p>	

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	to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<p>Determine the relevance of information gathered from print and digital sources Use search terms effectively Gather relevant information from multiple sources</p> <p>Reasoning Assess the credibility and accuracy of each source Quote or paraphrase the data and conclusion of others while avoiding plagiarism</p>	
7	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>Knowledge Use effective search terms Recognize:</p> <ul style="list-style-type: none"> • Standard formats for citations • Credibility • Accuracy <p>Follow standard citation format</p> <p>Reasoning Assess the credibility and accuracy of sources Quote or paraphrase the data and conclusions of others avoiding plagiarism</p>	
6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p>Knowledge Recognize a credible source Define plagiarism Quote information from a source Identify and provide basic bibliographic information for sources Gather relevant information from print and digital sources Paraphrase the data and conclusions of others</p> <p>Reasoning Assess the credibility of each source Determine when to credit sources to avoid plagiarism</p>	
5	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<p>Knowledge Define:</p> <ul style="list-style-type: none"> • Summarize • Paraphrase <p>Recall relevant information from experiences Gather relevant information from print and digital sources Identify source list</p> <p>Reasoning</p>	

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		Summarize information in notes and finished work Paraphrase information in notes and finished work	
4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<p>Knowledge Identify relevant information in a passage Recall and gather relevant information from experience Take notes Provide source list</p> <p>Reasoning Gather relevant information from print and digital sources Categorize information Distinguish between relevant and irrelevant information</p>	
3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>Knowledge Recognize print and digital sources Gather information from print and digital sources Provide brief notes from sources</p> <p>Reasoning Sort evidence from sources into provided categories</p>	
2	Recall information from experiences or gather information from provided sources to answer a question.	<p>Knowledge Recall information Gather information from sources</p> <p>Reasoning Answer a question: <ul style="list-style-type: none"> • Recalling information from experiences • Using information from a provided source or multiple sources </p>	
1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>Knowledge Identify: <ul style="list-style-type: none"> • Experience • Source </p> <p>Reasoning Gather information from more than one source to answer a question With guidance and support: <ul style="list-style-type: none"> • Answer a question using information from experience • Answer a question using information from a provided source </p>	
K	With guidance and support from adults, recall information from experiences or gather	<p>Knowledge Identify: <ul style="list-style-type: none"> • Experience • Source </p>	

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	information from provided sources to answer a question,	<p>Reasoning Gather information from more than one source to answer a question</p> <p>Performance Skill With guidance and support:</p> <ul style="list-style-type: none">• Answer a question using information from experience• Answer a question using information from a provided source	
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KAS-KAAP Content Assessment Standard W-HS-11-12.6 Conduct short as well as more sustained research projects to answer a question or solve a problem; broaden the inquiry when appropriate; demonstrating understanding of the subject under investigation.

KAS Standard W.7		KAS Deconstruction	Prerequisite Skills
11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Appropriate short and sustained research topics • Multiple sources on the subject of the research <p>Access reference materials (both print and electronic material) Narrow or broaden the inquiry when appropriate</p> <p>Reasoning Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem</p>	
9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Knowledge Identify:</p> <ul style="list-style-type: none"> • Appropriate short and sustained research topics • Multiple sources on the subject of the research <p>Use reference materials (both print and electronic material) appropriately Narrow or broaden the inquiry when appropriate</p> <p>Reasoning Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem</p> <p>Performance Skill</p>	

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		Product	
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 several sources	<p>Knowledge Apply appropriate research and inquiry methods to conduct a research project Apply multiple resources to conduct short research projects</p>	

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	and refocusing the inquiry when appropriate.	<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	<p>Knowledge Apply sources and tools to conduct shared research on a single topic</p>	

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

KAS-KAAP Content Assessment Standard: HS Math M-HS.1 Choose and interpret the scale and the origin in graphs and data displays.

KAS Standard N-Q.1 (Algebra 1)		KAS Deconstruction	Prerequisite Skills
HS	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in	<p>Knowledge Calculate unit conversions Recognize units given or needed to solve problem</p> <p>Reasoning Use given units and the context of a problem as a way to determine if the solution to a multi-step problem is reasonable (e.g., length problems dictate different units</p>	<p>Prerequisite Q Taxons Use systems of linear equations in two or more variables to solve problems</p>

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<p>formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>than problems dealing with a measure such as slope) Choose appropriate units to represent a problem when using formulas or graphing Interpret units or scales used in formulas or represented in graphs Use units as a way to understand problems and to guide the solution of multi-step problems</p> <p>Practice Standards Makes sense of problems and persevere in solving them Reason abstractly and quantitatively Model with mathematics Attend to precision</p>	
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KAS-KAAP Content Assessment Standard M-HS.2 Represent data on the real number line using histograms and dot plots.

KAS Standard S-ID.1 (Algebra 1)		KAS Deconstruction	Prerequisite Skills
HS	Represent data with plots on the real number line (dot	<p>Knowledge Represent data with plots on the real number line using various display types by creating dot plots, histograms and box plots</p>	<p>Prerequisite Q Taxons (none listed)</p>

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plots, histograms, and box plots).	<p>Practice Standards Use appropriate tools strategically</p>	
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KAS-KAAP Content Assessment Standard: M-HS.3 Use statistics appropriate to the shape of the data distribution to compare center (median, mode) of two or more different data sets.

KAS Standard	KAS Deconstruction	Prerequisite Skills
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S-ID.2 (Algebra 1)			
HS	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	<p>Knowledge From Appendix A: In grades 6-8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution such as the shape of the distribution of the existence of extreme data points</p> <p>Reasoning Choose the appropriate measure for center (mean, median) and spread (interquartile range, standard deviation) based on the shape of a data distribution Use appropriate statistics for center and spread to compare two or more data sets</p> <p>Practice Standards Construct viable arguments and critique the reasoning of others</p>	Prerequisite Q Taxons (none listed)

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KAS-KAAP Content Assessment Standard: M-HS.4 When given equations using two or more variables, graph their relationship on a coordinate axes.

	KAS Standard A-CED.2 (Algebra 1)	KAS Deconstruction	Prerequisite Skills
HS	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	<p>Knowledge Identify the quantities in a mathematical problem or real-world situation that should be represented by distinct variables and describe what quantities the variables represent Graph one or more created equation on a coordinate axes with appropriate labels and scale Notes from Appendix A: The targets are limited to linear and exponential equations, and in the case of exponential equations, limited to situations requiring evaluation of exponential functions at integer inputs</p> <p>Reasoning Create at least two equations in two or more variable to represent relationships between quantities Justify which quantities in a mathematical problem or real-world situation are dependent and independent of one another and which operations represent those relationships Determine appropriate units for the labels and scale of a graph depicting the relationship between equations created in two or more variables Notes from Appendix A: The targets are limited to linear and exponential equations, and in the case of exponential equations, limited to situations requiring evaluation of exponential functions at integer inputs</p>	Prerequisite Q Taxons (none listed)

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		<p>Practice Standards Make sense of problems and persevere in solving them Reason abstractly and quantitatively Model with mathematics Use appropriate tools strategically Attend to precision</p>	
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KAS-KAAP Content Assessment Standard: M-HS.5 Solve linear equations and inequalities in one variable.

KAS Standard	KAS Deconstruction	Prerequisite Skills
A-REI.3 (Algebra 1)		
HS Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	<p>Knowledge Recognize and use properties of equality to maintain equivalent systems of equations</p> <p>Reasoning Justify that replacing one equation in a two-equation system with the sum of that equation and a multiple of the other will yield the same solutions as the original system</p> <p>Practice Standards Make sense of problems and persevere in solving them Construct viable arguments and critique the reasoning of others Model with mathematics Attend to precision Look for and express regularity in repeated reasoning</p>	<p>Prerequisite Q Taxons Add, subtract and multiply polynomials</p>

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KAS-KAAP Content Assessment Standard: M-HS.6 Use geometric shapes and their properties to describe objects.

	KAS Standard G-MG.1 (Geometry)	KAS Deconstruction	Prerequisite Skills
HS	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	<p>Knowledge Use measures and properties of geometric shapes to describe real world objects</p> <p>Reasoning Given a real world object, classify the object as a known geometric shape – use this to solve problems in context From Appendix A: Focus on situations well modeled by trigonometric ratios for acute angles</p> <p>Practice Standards Model with mathematics Look for and make use of structure</p>	Prerequisite Q Taxons (none listed)

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