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Kentucky Literacy Framework

**Updated April 2025**

Kentucky Literacy Framework

The Kentucky Literacy Framework is a self-assessment tool designed to improve literacy outcomes in schools and districts across the Commonwealth. This reflective process helps to identify strengths and weaknesses and serves as a catalyst for conversations in your school and district to create effective literacy action plans. Administrators, literacy leadership teams and grade-level teams will benefit from collaborating and completing the framework. The Literacy Framework contains nine domains—each with critical components that inform practices, processes and the overall strength of services delivered to improve literacy outcomes for Kentucky students.

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| **Literacy Leadership Team Goal:** The district and school literacy leadership teams—made up of teachers and administrators at various grade levels—will lead efforts to embed essential components of reading instruction into all school structures and in developing and updating professional learning related to literacy assessment and instruction. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Document evidence supporting your reflection score. |
| 1.The superintendent has established a curriculum development team that consists of teacher representatives from various schools and grade levels to evaluate high-quality instructional resources (HQIRs) from KDE’s approved list that are aligned to the *Kentucky Academic Standards (KAS) for Reading and Writing* and grounded in evidence.  Per KRS 158.305(5)(b), “…each superintendent shall adopt a **common** comprehensive reading program that is determined by the department to be reliable, valid, and aligned to reading and writing standards required by KRS 158.6453…for kindergarten through grade three (3) for all schools or a subset of schools, with consultation of all affected elementary school councils.”  For grades 4-12, superintendents and curriculum development teams should consider system coherence and instructional resource alignment as able for improved student experience. |  |  |
| 2. Literacy leaders support implementation of the local curriculum grounded in high-quality instructional resources (HQIRs). They focus on developing and updating the systems, structures and protocols that will support effective implementation. |  |  |
| 3. The district literacy team (DLT) consists of district-level literacy support staff, administrators, instructional coaches, teacher representatives and other literacy school leaders. The team has an established purpose and meeting dates. |  |  |
| 4. The DLT establishes a shared understanding of evidence-based literacy instruction and has created an instructional vision for reading and writing using the KAS, current research and local context, including the Portrait of a Learner, if applicable. The vision has been communicated to all stakeholders and is used to drive the work of developing the local curriculum anchored in a high-quality instructional resource. |  |  |
| 5. Per KRS 158.305, each school (K-4) has a Reading Improvement Team to develop and oversee the progress of a reading improvement plan. The team includes a parent or guardian of a student that is the subject of the reading improvement plan, one regular education teacher, a representative of the local education agency who is knowledgeable about the reading curriculum and availability of the evidence-based literacy resources of the agency; and a specialized certified school employee for students receiving language instruction or special education services. |  |  |
| 6. Each school literacy team (SLT) focuses on literacy instruction and intervention and establishes goals that are specific, attainable and results oriented. The team includes administrators, literacy teachers, interventionists, special educators, etc. |  |  |
| 7. District and school literacy teams create a long-range Comprehensive Literacy Plan and a yearly literacy action plan. The teams meet at least 3 times a year to review progress and update the literacy plans when needed. The literacy plan includes literacy curriculum/resources and professional learning plans focused on literacy. |  |  |
| 8. Literacy team meetings focus on evidence-based literacy instruction and establish goals that are specific, attainable and results oriented. Meetings are proactive and concentrate on student data. |  |  |
| 9. Literacy team dialogue and exchange develop new understandings about evidence-based literacy instruction in the school environment. |  |  |
| 10. The DLT and SLT members review schoolwide literacy data and grade-level literacy data at least 3–4 times a year. |  |  |
| 11. Literacy team members regularly review data to determine whether subgroups of students are making the expected progress and take appropriate action as needed. |  |  |
| 12. Literacy team members make student literacy a priority and complete tasks effectively and on schedule. |  |  |
| 13. Literacy team members follow effective meeting practices and communicate clearly with one another and other affected educators. |  |  |
| 14. Literacy team members review the school/district’s fiscal resources to ensure that support for literacy improvement is targeted and aligned with school/district goals. |  |  |
| **Average Rating**: |  |  |
| **Areas of Strength:**  **Areas of Growth:** | | |

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| **Curriculum Implementation Goal:** Districts are aware of the phase of high-quality instructional resource (HQIR) implementation, make detailed implementation plans and support effective teaching protocols. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following assessment components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Record the current phase of HQIR implementation. Use the *Curriculum Implementation Framework*.  Document evidence supporting your reflection score. |
| 1. An HQIR has been selected for all age bands. |  |  |
| 2. The selected HQIRs have been evaluated to determine strengths and weaknesses based on local priorities and initiatives. |  |  |
| 3. Literacy leaders have identified the phase of HQIR implementation for preschool. |  |  |
| 4. Literacy leaders have identified the phase of HQIR implementation for elementary school. |  |  |
| 5. Literacy leaders have identified the phase of HQIR implementation for middle school. |  |  |
| 6. Literacy leaders have identified the phase of HQIR implementation for high school. |  |  |
| 7. Literacy leaders plan curriculum-based professional learning to support implementation of the HQIR(s) based upon the identified stage. |  |  |
| 8. Teachers regularly meet in professional learning communities or teams (PLC/PLT) to plan for HQIR instruction and collaborate on the protocols for unit internalization, lesson internalization, lesson rehearsal and student work analysis. |  |  |
| 9. Literacy leaders utilize coaching support to ensure effective implementation of the HQIR(s). |  |  |
| 10. Literacy leaders complete learning walks to gather information about how the local curriculum anchored in HQIRs is being implemented. |  |  |
| **Average Rating:** |  |  |
| **Areas of Strength:**  **Areas of Growth:** | | |

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| **Literacy Professional Learning Goal:** Professional learning employs evidence-based practices in the skills and knowledge needed to improve instructional practices schoolwide. |

| **Component** | **Reflection Score** | **Evidence** |
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| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Document evidence supporting your reflection score. |
| 1. Professional learning decisions are evidence and data-based and are made through a collaborative, representative process with the district/ school literacy team. |  |  |
| 2. District/school leaders regularly observe and encourage teachers and provide specific feedback about evidence-based literacy instruction aligned to the HQIR. |  |  |
| 3. Teachers receive ongoing, job-embedded, curriculum-based professional learning focused on the HQIR used for all three tiers of literacy instruction and based upon the stage of HQIR implementation. |  |  |
| 4. District and school leaders allocate time in the schedule for teachers to regularly meet in professional learning communities or teams (PLC/PLT) to support curriculum implementation and analysis of student work. |  |  |
| 5. The staff knows and understands the purpose behind the research used in literacy instructional decision-making. |  |  |
| 6. Multiple sources of student data are used when planning and implementing high-quality professional learning to establish trends. |  |  |
| 7. Classroom practices are adjusted based on research and best practices with an understanding of the context in which these evidence-based instructional practices have been successful. |  |  |
| 8. Curriculum-based, high-quality professional learning is aligned to the goals and stage of HQIR implementation outlined in the district/school’s literacy plan. |  |  |
| 9. Structures are in place for providing ongoing, job-embedded curriculum-based professional learning for new staff members around evidence-based literacy instruction and implementing the locally adopted HQIR. |  |  |
| 10. District/school provides systems of support to sustain the implementation of evidence-based instructional practices in literacy such as: HQIRs, curriculum-based professional learning, literacy coaching, professional learning communities/teams, common planning, unit internalization, lesson internalization, lesson rehearsal, student work analysis and gathering implementation data through learning walks. |  |  |
| **Average Rating**: |  |  |
| **Areas of Strength:**  **Areas of Growth:** | | |

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| **Literacy Instruction Goal:** Every student receives high-quality, evidence-based Tier 1 core literacy instruction. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Document evidence supporting your reflection score. |
| 1. A minimum of ninety minutes of evidence-based literacy instruction occurs daily in all grades (K–5).  A minimum of sixty to ninety minutes of evidence-based literacy instruction occurs daily in all grades (6-12). |  |  |
| 2. Daily literacy instruction is aligned to the *KAS for Reading and Writing* and grounded in the locally adopted Tier 1 core comprehensive reading HQIR. |  |  |
| 3. Core literacy instruction for grades K-3 includes the systematic and explicit delivery of an evidence-based scope and sequence in all of the five components of literacy: *phonics, phonemic awareness, fluency, vocabulary and comprehension*.  Advanced decoding and morphology are incorporated into literacy instruction for grades 4-12 in addition to fluency, vocabulary and comprehension. |  |  |
| 4. Whole-group and small-group delivery differentiate literacy instruction based on the needs of students. |  |  |
| 5. Conversations regarding literacy instruction after each curriculum-embedded assessment are common between the teacher, coach, principal and/or interventionists. |  |  |
| 6. Technology aligned with the literacy instructional focus of the curricula is used to support or accelerate student learning. |  |  |
| **Average Rating**: |  |  |
| **Areas of Strength:**  **Areas of Growth:** | | |

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| **Data and Assessment Goal:** Screening, diagnostic and progress-monitoring data are used to guide instruction. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following assessment components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Document evidence supporting your reflection score. |
| 1. A systematic literacy assessment plan is in place that includes a reliable and valid universal screener, literacy diagnostic assessment and literacy progress-monitoring assessment for all age groups K-12. Note the selected universal screener and diagnostic assessment must be KDE-approved for K-3 reading. |  |  |
| 2. Teachers participate in professional learning to effectively use universal screeners, literacy diagnostic assessments and literacy progress-monitoring assessments to ensure data is reliable and valid, results are interpreted accurately for designing instruction and interventions and literacy progress is monitored on a regular schedule as indicated by the assessment. |  |  |
| 3. Procedures for using assessments are clearly specified, including the recommended age group and time requirements provided by the publisher. |  |  |
| 4. A schoolwide literacy assessment calendar is shared with staff and includes testing dates. |  |  |
| 5. Per KRS 158.305, a universal screener is administered to kindergarten students within the first 45 days of the school year and the first 30 days of the school year for students in grades 1-4 to identify students reading above and below grade level.  For grades 5-12, 704 KAR 3:095 establishes districtwide MTSS K-12 to include universal screening for all students.  Universal screeners are given following the recommended testing schedule 3 times a year. |  |  |
| 6. Per KRS 158.305 and 704 KAR 3:095, when a universal screener indicates a student is performing below benchmark, a reliable and valid reading diagnostic assessment is given to determine a student’s specific strengths and needs in reading.  Data is used to plan targeted instruction and/or intervention to meet students' individual needs.  The reading diagnostic assessment is given following the recommended testing schedule. |  |  |
| 7. Students identified as needing targeted literacy intervention receive a multi-tiered system of support, which includes a plan, student goal and literacy instruction using reliable and valid intervention resources and materials.  Per KRS 158.305, based on data from the valid and reliable universal screener and literacy diagnostic, a reading improvement plan shall be developed and implemented by a reading improvement team for any student in K-4 identified as needing accelerated interventions to progress toward proficient performance in reading. |  |  |
| 8. Students in reading intervention should be progress-monitored to assess responsiveness to the validated intervention platform. It is recommended that the frequency of progress monitoring is matched to the intensity of the instruction.  Tier 2 progress monitor at least monthly.  Tier 3 progress monitor at least weekly. |  |  |
| 9. Students reading above expected goals are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency. |  |  |
| **Average Rating:** |  |  |
| **Areas of Strength:**  **Areas of Growth:** | | |

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| **Literacy Intervention Instruction Goal:** Instruction beyond the core program is provided to meet specific needs of students and to accelerate grade-level proficiency. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following assessment components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Document evidence supporting your reflection score. |
| 1. Per 704 KAR 3:095, a multi-tiered system of support is in place to consider the instructional needs of students performing below grade level, including for literacy. |  |  |
| 2. Curriculum-based literacy intervention resources are available for varied learning levels of students. Literacy resources are appropriate, purposeful and targeted toward need. |  |  |
| 3. Instructional staff have curriculum-based professional learning to implement literacy intervention and literacy instructional resources with fidelity. |  |  |
| 4. All students below benchmark receive literacy interventions using instructional intervals recommended by the selected HQIR. (Time is adjusted based on student need.) |  |  |
| 5. Students above grade level receive extended literacy learning opportunities for enrichment as needed. |  |  |
| 6. To ensure mastery, literacy interventions are taught with intensity, and instruction is focused on skills/concepts. Tier 2 intervention resources are aligned and are an extension of Tier 1 resources. |  |  |
| 7. Literacy intervention instruction is delivered in small-group format. Group size adjusts based on student need. |  |  |
| 8. Progress-monitoring data informs instructional decisions. Instruction adjusts to reflect the latest student data. |  |  |
| **Average Rating:** |  |  |
| **Areas of Strength:**  **Areas of Growth:** | | |

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| **Data-Based Decision-Making Goal:** Data is regularly employed to improve schoolwide literacy achievement, and discussions regarding literacy data are standard practice among all stakeholders. |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Document evidence supporting your reflection score. |
| 1. The school/district dedicates time for teacher, school and/or district teams to work together as part of its regular schedule to discuss literacy data. |  |  |
| 2. A clear, understandable data protocol is consistently used to inform literacy instruction and changes/adjustments are made when data demonstrate that changes are necessary at the student, classroom and/or school level. |  |  |
| 3. A systematic literacy data collection plan is in place and technological support is available so that educators can readily access the literacy data. |  |  |
| 4. Literacy teams create end-of-year literacy achievement goals and monitor progress toward these goals throughout the year. |  |  |
| 5. Literacy and/or Reading Improvement Teams determine specific instructional strategies based on data analysis and implement these strategies. |  |  |
| 6. Administrators regularly attend literacy data meetings and participate while in attendance. |  |  |
| 7. Administrators know the literacy achievement levels for each grade and use necessary supports, teacher evaluation and professional development to ensure increased achievement at each level. |  |  |
| 8. Literacy teams show a sense of urgency for improving student literacy achievement and place value on data and team discussions as a means toward that goal. |  |  |
| 9. Conversations regarding literacy instruction after each benchmark assessment are common between the teacher, coach, principal and/or interventionists. |  |  |
| 10. Technology aligned with the literacy instructional focus of the curricula is used to support or accelerate student learning. |  |  |
| **Average Rating**: |  |  |
| **Areas of Strength:**  **Areas of Growth:** | | |

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| **Community and Family Involvement Goal:** Both community and family are involved and actively contribute to the social, emotional, physical, academic and occupational growth of students. |

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| **Component** | **Reflection**  **Score** | **Evidence** |
| *Reflect on the implementation of each of the following core instructional components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Document evidence supporting your reflection score. |
| 1. School literacy goals are clearly communicated to parents and other key stakeholders in the community. |  |  |
| 2. Parents and community members partner with the school/district in ways that are culturally and linguistically responsive and are welcomed as partners in maximizing student literacy learning. |  |  |
| 3. Per KRS 158.305 and 704 KAR 3:095, parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations. |  |  |
| 4. Local resources that support literacy activities are recognized and encouraged. |  |  |
| **Average Rating**: |  |  |
| **Areas of Strength:**  **Areas of Growth:** | | |

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| **Early Childhood Literacy Instruction Goal: Early childcare teachers have access to the resources and professional learning needed to support foundational literacy learning, set up the classroom to support literacy and collect data to inform instruction.** |

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| **Component** | **Reflection Score** | **Evidence** |
| *Reflect on the implementation of each of the following assessment components in your school’s literacy program.* | 0 = not in place  1 = partially in place  2 = fully in place | Record the current phase of HQIR implementation. Use the *Curriculum Implementation Framework*.  Document evidence supporting your reflection score. |
| 1. The school district has a connection with local childcare providers. |  |  |
| 2. Early childcare teachers have evidence-based, comprehensive, high-quality instructional resources (HQIRs) for preschool classes. |  |  |
| 3. Early childcare teachers regularly provide instruction that builds early reading skills, such as reading to children, awareness of print, phonemic awareness activities, letter names, letter sounds, talking about books, sequencing stories, etc. |  |  |
| 4. Foundational literacy data is collected on students. |  |  |
| 5. Early childcare teachers use literacy data to plan small group and individual lessons for children focused on targeted needs. |  |  |
| 5. Oral language screening data is collected on students. |  |  |
| 6. Early childcare teachers ensure children have opportunities to talk to the teachers and to other students. |  |  |
| 7. Early childcare teachers regularly provide instruction that supports oral language and vocabulary. |  |  |
| 8. Play stations/centers have an abundance of materials to support literacy. |  |  |
| 9. Children have opportunities to interact with books and letters at play stations/centers. |  |  |
| 10. Children have opportunities to engage in prewriting and writing activities. |  |  |
| 11. Children have opportunities to engage in activities to build finger and hand dexterity to prepare for writing. |  |  |
| 12. Early childcare teachers have access to professional learning that supports early literacy. |  |  |
| 13. Family engagement opportunities are provided to caregivers and focus on strengthening reading readiness and oral language at home. |  |  |
| **Average Rating:** |  |  |
| **Areas of Strength:**  **Areas for Growth:** | | |

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| **Summary of Scores** |

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| **Domain** | **Total Earned/Total Possible** | **Percent of Implementation** |
| Literacy Leadership Team | /28 |  |
| Curriculum Implementation | /20 |  |
| Literacy Professional Learning | /20 |  |
| Literacy Instruction | /12 |  |
| Data And Assessment | /18 |  |
| Literacy Intervention Instruction | /16 |  |
| Data-Based Decision Making | /20 |  |
| Community and Family Involvement | /8 |  |
| Early Childhood Literacy Instruction | /26 |  |

Results from this self-reflection should be used to create the district and school literacy action plans.