

## Breaking Down a Reading and Writing Standard

The purpose of this resource is to help you develop a deeper understanding of the *Kentucky Academic Standards (KAS) for Reading and Writing*. Thinking through each of these components of a reading and writing standard will help provide clarity on the depth and rigor of the standard. Standard clarity is essential to ensuring students receive high quality instruction that is aligned with the *KAS for Reading and Writing*.

Standard:

Guiding Principle		
What is the broader goal by graduation for this standard?		
Progression		
What background knowledge and skills should students have from the previous year related to this standard?	What do students need to know and be able to do to meet the expectations of the grade-level standard?	What will students need to know and be able to do in order to be prepared for the expectations of this standard at the next grade level?
Multidimensionality		
What is the <b>CONTENT</b> within this standard? <ul style="list-style-type: none"> <li>What does a student need to know to be able to understand the content?</li> <li>How might the content be applied when developing comprehension?</li> <li>How might the content be applied when performing analysis?</li> </ul>		
What specific <i>comprehension</i> skills are embedded in this standard? <ul style="list-style-type: none"> <li>What do students need to know to be able to perform the dimension of comprehension identified in the standard?</li> <li>How will students demonstrate the dimension of comprehension?</li> <li>How does the comprehension dimension identified in the standard promote understanding of text, topic or convention of language?</li> </ul>		
What <b>analysis</b> is required in this standard? <ul style="list-style-type: none"> <li>What do students need to know to be able to perform the analysis?</li> <li>What thinking is necessary for students to be able to engage in the analysis?</li> <li>How does the dimension of analysis identified in the standard activate students' critical thinking?</li> <li>What actions will students take to communicate their analysis?</li> </ul>		

