



Kentucky Department of
EDUCATION

Module: Getting to Know the Kentucky Academic Standards for Reading and Writing

This module is designed to build knowledge and capacity around the standards to capitalize on the opportunity to improve teaching and learning aligned to the *Kentucky Academic Standards (KAS) for Reading and Writing* which were approved by the Kentucky Board of Education on October 2, 2025 and officially incorporated into law on May 5, 2026.

Goals of Module

- Build a shared knowledge of the architecture and key revisions of the *KAS for Reading and Writing*.
- Understand the role of Reading Standard 10 in informing reading comprehension instruction.
- Understand how the standards require grade-appropriate complex text and text-based writing.
- Identify how the standards are supported by evidence-based structured literacy models in all grade levels.

Design of Module

- Module facilitators may include, but are not limited to, district leaders, school administrators, instructional specialists/coaches, department chairs and/or teacher leaders. With that in mind, Facilitator Notes are available within the notes section of this PowerPoint and include content information and instructional support for facilitators who may or may not have an extensive background in reading and writing.
- Pre-service teaching faculty may wish to use this module as an introduction to the *Kentucky Academic Standards (KAS) for Reading and Writing* or to have deeper discussions regarding the rigor and expectations of these standards.
- This module is divided into an Introduction and four sessions that are designed to be completed in five (5) hours. The timeline and sessions can be adjusted to best fit the needs of schools and districts.
 - Introduction & Course Navigation: 15 minutes
 - Session A: 75-90 minutes
 - Session B: 45-60 minutes
 - Session C: 45-60 minutes
 - Session D: 75-90 minutes

Session A: Architecture and Key Revisions

- Essential Question: How might the architecture and key revisions support teachers in implementing high-quality reading and writing instruction?
- Key Features: This session provides an overview of the architecture and components of the *KAS for Reading and Writing* with the opportunity to:
 - explore the front matter, including the Standards Writers' Vision Statement.
 - investigate the architecture, grade-level overviews, multidimensionality and Interdisciplinary Literacy Practices.
 - review the Standards at a Glance document.
 - reflect and apply how these components might be leveraged in local contexts.

Session B: The Role of Reading Standard 10

- Essential Question: What do the standards say about the role of comprehension strategies and knowledge building?
- Key Features: This session provides an in-depth look at the revised Standard 10 with the opportunity to:
 - consider research related to comprehension strategy instruction.
 - consider current research related to how word and world knowledge brought to and derived from texts supports reading comprehension.
 - transfer learning from this session to the local context.

Session C: Text Complexity and Text-Based Writing

- Essential Question: What do the standards say about grade-appropriate, complex texts and text-based writing experiences?
- Key Features: This session provides an in-depth look at the importance of grade-appropriate, complex texts and text-based writing with the opportunity to:
 - learn how considerations for qualitative and quantitative complexity can support grade-level comprehension and writing.
 - consider research related to text-based writing and the reading-writing connection.
 - transfer learning from this session to the local context.

Session D: Structured Literacy and Oral Language Development K-12

- Essential Question: What do the standards say about structured literacy and oral language development in all grades, K-12?
- Key Features: This session provides an in-depth look at the importance of structured literacy and oral language development with the opportunity to:
 - explore revisions to the Reading Foundational Skills (RF) standards.
 - consider current research related to early literacy and adolescent literacy in the standards-aligned reading and writing classroom.
 - consider current research related to oral language development in the reading and writing classroom.
 - transfer learning from this session to the local context.