



Kentucky Academic Standards for Reading and Writing

At a Glance

Focused highlights:

1. The **Writers Vision** is stated on page 8 of the draft *KAS for Reading and Writing*.
 - a. Aligns with SB 1 requirements and public feedback.
2. **Design Considerations** are detailed on pages 9-11 of the draft.
3. **Architecture** provides grade level view (beginning on page 21), standard breakdown view (beginning on page 23) and K-12 progressions (beginning on page 391).
 - a. Aligns with SB1 requirements and public feedback.
4. Ten interdisciplinary **Literacy Practices** provide the overarching goals for literacy instruction for each student across the state. Page 10 details the purpose of the practices and provides an infographic. Page 14 explains their placement on the architecture.
 - a. Go beyond teaching and learning isolated skills.
 - b. Focus on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text.
 - c. Not additional standards, but they guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen. NOTE: An additional resource that explains possible teacher and students actions for each practice begins on page 384.
 - d. Are not linked to specific standards as all practices are applicable and ongoing.
5. **Multidimensional approach** highlights the depth and rigor of each standard by coding three dimensions of Literacy: Comprehension, Analysis and Content. Page 10 details the purpose of coding the multidimensionality. Page 15 explains the 3 dimensions, and the approach is seen in the breakdown view beginning on page 23.

Note: Text denotations of italicized font, bold font and all caps are included for ADA compliance and to aid in black and white printing.
6. Revised standards for **early literacy** denote comprehension strategies, developmentally appropriate progressions, the development of schema and knowledge, and more rigorous but grade-level appropriate analysis. Pages 9-10 describe the research-based approach; Kindergarten standards begin on page 21, and subsequent grades follow.
 - a. Reading Foundational Skills—Although the language of “high frequency words” is only stated in Kindergarten, the progression continues into 1st grade with the next step up in high frequency word recognition (decoding regularly spelled one syllable words). Knowing and decoding those one syllable high frequency words is critical for comprehension.
 - b. RL.1 and RI.1—Inferencing added to K-3 to improve progression and add what is developmentally appropriate.

- c. RL.2 and RI.2—Significant changes to K-5 to improve progression, add what is developmentally appropriate and address public feedback about the clarity of Standard 2.
- d. RL.5—Major changes to K-5 progression better align to the guiding principle and address public feedback on the clarity of this standard.
- e. RI.8—Addition of claim to K-5 to improve progression and better align with guiding principle and Composition Standard 1.
- f. Handwriting Standards—4 new standards have been written. K-1 apply to printing. 2-3 apply to cursive handwriting.

7. **Other** major standard changes to note:

- a. RL.6 and RI.6—Changes to the entire progression to eliminate confusion found in feedback on point of view versus perspective. Clarity in progression now denotes the depth of this standard and the intended rigor. See 6.6-8.6 specifically.
- b. RL.10 and RI.10—Significant change to include the comprehension strategies. Before they were not explicitly stated, causing them to be omitted or chosen subjectively and embedded. Students must be able to practice the strategies and apply them on their own in order to read independently and proficiently.
- c. The Writing Standards are now called Composition Standards to broaden the sense of what can be composed and how. Students need opportunities to compose beyond pencil and paper and basic word processing. Based on the requirements of Senate Bill 1 to have fewer but more in-depth standards and public feedback to clarify the wording, there are now seven composition standards rather than ten.
- d. The new Composition standards prioritize public and academic writing about text in which students must have knowledge and content to argue or explain or inform. Personal writing is still included; however, in grades 8-12, they must utilize narrative strategically in other modes of writing, such as argument or explanatory.
- e. Five condensed and clarified Language Standards are included in the standards document.