



Module 1: Getting to Know the *Kentucky Academic Standards (KAS) for Reading and Writing*

Design of Module 1:

- Module 1 is a resource for developing an understanding of the new standards and the new components of the *KAS for Reading and Writing*.
- Educators at the school and district level may feel the need to start aligning programs (curricula, pacing guides, assessments, etc.) to the new standards immediately. Yet, utilizing this module **before** beginning standards alignment work is recommended in order to build knowledge and capacity around the standards and to capitalize on the opportunity to improve teaching and learning.
- The module contains 7 sections. Each section of module 1 is designed to be administered in a 45 minute PLC session; however, the timeline and work sessions can be adjusted to best fit the needs of schools and districts.
- 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, the facilitator notes include content information and instructional support intended to provide support to a facilitator who may or may not have an extensive background in literacy.

Goals of Module 1:

The goals of the Getting to Know the *KAS for Reading and Writing* Module are for districts and schools to:

- Build a shared understanding of the *KAS for Reading and Writing* document.
- Strengthen the connection between the components of the *KAS for Reading and Writing* and the way those components can support teachers in the process of designing standards-aligned instruction and grade-level assignments.
- Experience how the changes in the *KAS for Reading and Writing* can and will be reflected in student experiences within Kentucky classrooms.
- Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new *KAS for Reading and Writing* and discuss plans to address those areas.

Section 1B: Understanding the Architecture

- Essential objective: To build knowledge of the new architecture of the document. The architecture comprises the overall organizational structure of the document, the different ways to view the standards and the design considerations of the specific components within the standards document.
- Key features: Pre-recorded voiceovers for communicating the common message on architecture slides; reflection questions to prompt thinking about the purpose and function of new components and how they may be useful for multiple stakeholders (teachers, administrators, parents, etc.).

Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices

- Essential objective: Section 1C takes a more in-depth look at the purpose and function of the new interdisciplinary literacy practices. The module details the differences between the ten interdisciplinary literacy practices and the grade-level content standards. Participants explore how the practices fit together like a puzzle

to support, equip and empower students as they build knowledge and master skills within the reading and writing standards.

- Key feature: Provides a focused learning experience around the ten interdisciplinary literacy practices. Participants will review a sample ELA task, and they will need access to one of their current lesson plans or entries in a lesson plan book or digital planner.

Section 1D: Spotlight: Unpacking Multidimensionality

- Essential objective: To build an understanding of the multidimensionality of the standards and the way this deconstruction can support teachers in the process of designing standards-aligned instruction and grade-level assignments.
- Key feature: Provides a focused learning experience needed to ensure grade-appropriate instructional decisions can be made, including:
 - Task: Reviewing identified targeted standards and determining degree of standards alignment
 - Optional Extension: Reflecting on current instructional choices

Section 1E: Spotlight: Early Literacy

- Essential objective: To provide information on the revisions to the Early Literacy standards and allow participants to consider the importance of and instructional implications for the reading and writing standards for kindergarten - grade 3. Some portions, however, discuss the K-5 elementary standards as a whole.
- Key feature: Provides a focused K-3 discovery task located at the end of this section which has also been modified for grades 4-5, 6-8 and/or grades 9-12. Participants investigate the changes in the new Reading and Writing grade-level standards from the previous *Kentucky Academic Standards for ELA*. They also begin to consider the instructional impacts of those changes. Supporting documents, which have also been created for 4-5, 6-8 and 9-12, start with the Reading Literature strand, and participants may choose to progress to Reading Informational Text, Composition, and Language as time permits.

Section 1F: Additional Instructional Implications

- Essential objective: To present an overview of additional instructional implications that may need to be addressed at the district, school and/or team/department level. Instructional implications include: the balance of building knowledge and applying skills and strategies, text complexity, text distribution and types, 21st century literacy and writing program considerations.

Section 1G: Wrap up & Next Steps

- Essential idea: To provide educators with time for reflecting upon guiding questions to plan and prioritize the work that will follow this module.
- Provides a review of the learning throughout the module as well as:
 - Planning Guides (Teachers, School Leadership, District Leadership)
 - Kentucky Department of Education Feedback Survey link
 - Link to obtain a certificate of completion for the module.

Appendix - Section 1A: Revision Process Overview

- Essential objective: To provide an overview of the standards revision process as required by Senate Bill 1 (2017) and the role that Kentucky educators played in the revision process.