



# Kentucky Academic Standards for Reading and Writing

# Standards and Regulation

- **704 KAR 8:020** Kentucky Academic Standards for Reading and Writing.
- This administrative regulation adopts into law the *Kentucky Academic Standards for Reading and Writing*.



# KAS for Reading and Writing Timeline Overview

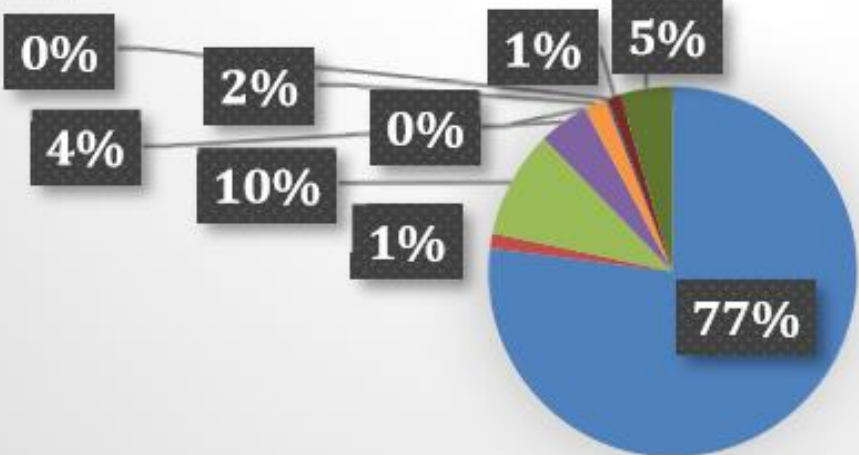
- ▶ **December/January** – Open standards for public comment/feedback
- ▶ **January** – Initial Reading and Writing Advisory Panel (AP) meetings
- ▶ **February** – Initial Reading and Writing Review and Development Committee (RDC) meetings
- ▶ **March/April** – Reading and Writing AP meet for review and revision; Reading and Writing RDC meet for review and revision
- ▶ **May** – Open draft Reading and Writing standards for public comment/feedback
- ▶ **June** – Finalize draft Reading and Writing Standards
- ▶ **July** – Interim Joint Committee on Education reviews draft standards
- ▶ **July** – Standards/Assessment Review and Process Committee reviews draft standards
- ▶ **August** – First reading by Kentucky Board of Education
- ▶ **October** – Second reading by Kentucky Board of Education



# Public Comment Period: Survey Details and Respondent Roles



## Respondent Roles: Reading & Writing



456 total respondents

Roughly 76% of all KY counties provided responses

- Teacher (351, 76.97%)
- Administrator (43, 9.43%)
- Public School Student (0, 0.00%)
- State Education Agency (1, 0.22%)
- Other (21, 4.61%)
- Retired Teacher (6, 1.32%)
- Parent/Guardian (20, 4.39%)
- Institution of Higher Education (9, 1.97%)
- Business/Community Member (5, 1.10%)

# Public Comment Period: Standard Ratings



Number of Standards (by Grade Level) to Receive Each Range of Agreement

Grade Level	100%	90-99.99%	80-89.99%	70-79.99%	<70%	Total Comments
Kindergarten	1	33	9	2	0	197
Grade 1	8	33	4	0	0	76
Grade 2	15	23	3	0	0	54
Grade 3	17	21	1	0	0	41
Grade 4	26	10	0	0	0	14
Grade 5	25	8	0	0	0	9
Grade 6	2	12	12	4	2	110
Grade 7	10	22	0	0	0	29
Grade 8	14	16	2	0	0	21
Grades 9-10	1	23	7	1	0	70
Grades 11-12	10	18	4	0	0	35

# Draft Kentucky Academic Standards for Reading and Writing



Strand Name and Grade Level

Ten Interdisciplinary Literacy Practices

Strand Categories

Standard Codes




Standards

Reading Standards for Informational Text - Grade 5		Interdisciplinary Literacy Practices	
<b>Key Ideas and Details</b>			
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	Recognize that text is anything that communicates a message.
RI.5.2	Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence to support thinking.	2	Employ, develop and refine schema to understand and create text.
RI.5.3	Explain the relationships or interactions between individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
<b>Craft and Structure</b>			
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RI.5.5	Compare/contrast the overall structure of events, ideas concepts, or information in two or more texts.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	6	Collaborate with others to create new meaning.
<b>Integration of Knowledge and Ideas</b>			
RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	7	Utilize digital resources to learn and share with others.
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	8	Engage in specialized, discipline-specific literacy practices.
RI.5.9	Integrate information from several texts on the same theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
<b>Range of Reading and Level of Text Complexity</b>			
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level informational texts independently and proficiently.	10	Develop a literacy identity that promotes lifelong learning.

**HOME**

# Draft *Kentucky Academic Standards for Reading and Writing*



GUIDING PRINCIPLE READING INFORMATIONAL TEXT			
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.		
PROGRESSION			
	RI.4.1	RI.5.1	RI.6.1
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
MULTIDIMENSIONALITY - RI.5.1			
	<i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b> <b>MAROON (CAPS) = CONTENT</b> <b>QUOTE ACCURATELY FROM A TEXT</b> when <i>explaining what the text says explicitly</i> and <i>when drawing inferences</i> from the text.		

The guiding principle, or broader goal by graduation, is located at the top of the standard breakdown.

The progression places the main standard in the middle, the matching standard for the preceding grade to the left and grade after standard to the right.

The dimensionality of the main standard, the standard in the middle of the progression above, is provided.

# Public Comment Period: Framework Overview (Agree/Strongly Agree)



- Standards are easy to identify on the page. (87.50%)
- Standard breakdown view helps to better understand a standard. (86.62%)
  - Guiding Principle in the standard breakdown view is helpful. (91.72%)
  - Standard progression in the breakdown view is convenient and useful. (92.46%)
  - Multidimensionality better communicates the depth and rigor of a standard. (77.85%)
- Placement of the interdisciplinary Literacy Practices is convenient and useful. (83.54%)
- Possible student and teacher actions included for the interdisciplinary Literacy Practice clarifies the intended use of the practices. (84.51%)



# Draft *Kentucky Academic Standards for Reading and Writing*

## Additional Highlights:

- Standards for early literacy:
  - Denote comprehension strategies
  - Focus on the development of schema and building content
  - Increased rigor with analysis
- K-12 progressions in addition to the grade-level view



# Draft *Kentucky Academic Standards* *Reading and Writing*



Questions?