



Kentucky Academic Standards for Reading and Writing

Kentucky Board of Education
October 2018

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.*






Draft *Kentucky Academic Standards for Reading and Writing*



Strand Categories	Strand Name and Grade Level	Ten Interdisciplinary Literacy Practices	
	Reading Standards for Informational Text - Grade 5		Interdisciplinary Literacy Practices
	Key Ideas and Details		
	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.
	Craft and Structure		
	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.
Standard Codes	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.
	Integration of Knowledge and Ideas		
	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.
Standards	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.
	Range of Reading and Level of Text Complexity		
	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

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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> Purple (bold) = Analysis MAROON (CAPS) = CONTENT		
	QUOTE ACCURATELY FROM A TEXT 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.

Kentucky Academic Standards



Since the August KBE meeting:

- ▶ language in the “Education Goals” listed on page one of the front matter was updated to reflect the revision of KRS 158.6451;
- ▶ grade level overviews were added as a one page introduction to improve stakeholder communication;
- ▶ ADA compliant colors were added to the breakdown view and alternative text added where needed;
- ▶ bookmarks were added to the standard grade level and breakdown views; and,
- ▶ additional focus groups were held including representatives from Kentucky education organizations and stakeholders.