



# Professional Learning Module 1 for Newly Adopted *Kentucky Academic Standards for Reading and Writing*

Webcast  
April 25, 2019

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

## ► **Design of Module 1:**

- Resource for developing an understanding of the new standards and the new components of the *KAS for Reading and Writing*
- Meant to be utilized **before** standards alignment and curriculum work in order to build knowledge and capacity around the standards and to capitalize on the opportunity to improve teaching and learning
- 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.



# KY Standards

Your home for Kentucky Academic Standards.

[Home](#)

[Explore Academic Standards](#)

[Standards Resources](#)

[About](#)



# Kentucky Academic Standards

The Future Belongs To Those Who See Possibilities Today

[EXPLORE YOUR STANDARDS](#)

[YOUR STANDARDS RESOURCES](#)

# Slide 4

# Standards

Academic Standards.

[Home](#)

[Explore Academic Standards](#)

[Standards Resources](#)

[About](#)

## SUBSCRIBE TODAY!

Welcome to KyStandards

Name\*

Enter Name

Email\*

Enter Email Address

Math  All  SS

R/Wr  CS  PE/Health

## CONTACT INFO

300 Sower Blvd. Frankfort, KY

40601

# ucky Academic Standards

The Future Belongs To Those Who See Possibilities Today

[EXPLORE YOUR STANDARDS](#)

[YOUR STANDARDS RESOURCES](#)



# KY Standards

Your home for Kentucky Academic Standards.

[Home](#)

[Explore Academic Standards](#)

[Standards Resources](#)

[About](#)



# Kentucky Academic Standards

The Future Belongs To Those Who See Possibilities Today

[EXPLORE YOUR STANDARDS](#)

[YOUR STANDARDS RESOURCES](#)



**+ KAS Leadership March Meetings Resources**



**+ Mathematics**

**— Reading & Writing**

 [Facilitator's Guide: Getting to Know Your KAS for Reading and Writing](#) (Click or Tap to Download)

 [Getting to Know Your KAS for Reading and Writing](#) (Click or Tap to Download)

## Just Released...

**Get to Know Your Standards Learning Lab: Revised Kentucky Academic Standards for 2019-2020 Professional Opportunity**

Three dates and locations are available. Please register using the appropriate link for the date and location you wish to attend.

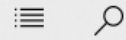




# **Module 1: Getting to Know the *Kentucky Academic Standards for Reading and Writing***

## **Facilitator's Guide**

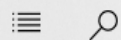
**Spring 2019**



## Table of Contents:

<b>Module Overview:</b> .....	<b>2</b>
Materials:.....	2
Goals: .....	2
Intended Audiences:.....	3
<b>Using This Facilitator’s Guide</b> .....	<b>3</b>
Planning Ahead.....	4
Preparation.....	4
Work Session Suggestion.....	5
<b>Module 1: Getting to Know the Kentucky Academic Standards (KAS) for Reading and Writing</b> .....	<b>6</b>
Section 1A: Revision Process Overview.....	6
Section 1B: Understanding the Architecture .....	10
Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices .....	20
Section 1D: Spotlight: Unpacking Multidimensionality.....	29
Section 1E: Spotlight: Early Literacy .....	35
Section 1F: Additional Instructional Implications.....	45
Section 1G: Wrap up of Module 1 & Next Steps .....	52





## Materials:

The following materials are part of this module:

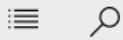
- Getting to Know the *KAS for Reading and Writing* Facilitator's Guide
- Getting to Know the *KAS for Reading and Writing* Participant Handouts (Links embedded in the Facilitator's Guide)
- Getting to Know the *KAS for Reading and Writing* slide presentation

All materials are available on the KDE website at [kystandards.org](http://kystandards.org).

## Goals:

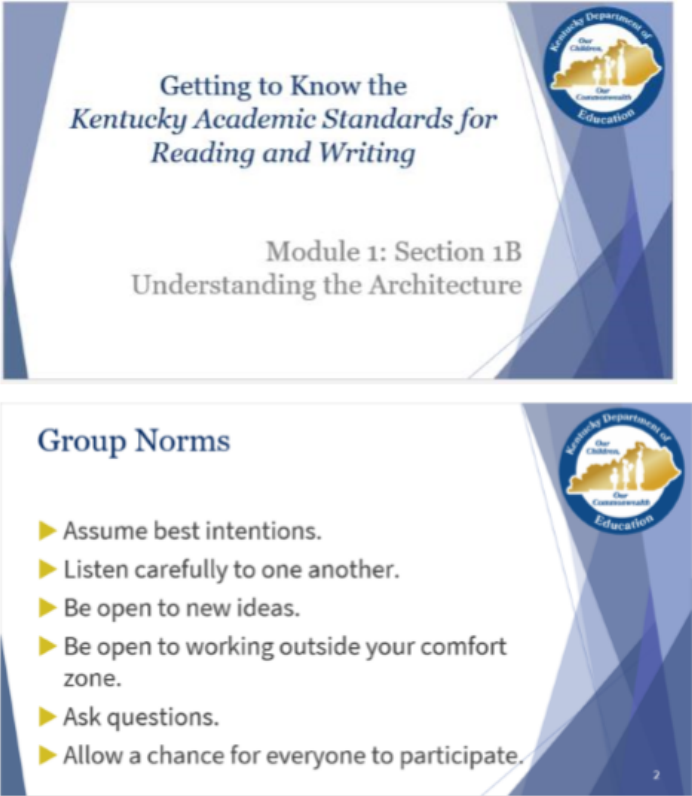
The goals of the Getting to Know the *KAS for Reading and Writing* Module are for districts and schools to:

- 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

*Materials needed:* Participants will need to be provided with a copy of their respective grade-level overview from the KAS document. (The K-5 overview is found on page 20 of the KAS document; the grade 6-8 overview is on page 222, and the grade 9-12 overview is on page 319.)

Facilitator Notes	Accompanying Slide(s)
<p><i>Officially welcome the participants. Introduce yourself (if necessary).</i></p> <p>Explain: Module 1 is intended to provide an introduction to the new <i>KAS for Reading and Writing</i>. Section 1B builds 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.</p> <p>Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot. <b>NOTE: If participants made changes to this slide in the session over Section 1A, you will need to update this slide for their initial reading of the norms.</b></p> <p>Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for</p>	 <p>The top slide features the Kentucky Department of Education logo in the top right corner. The text on the slide reads: "Getting to Know the Kentucky Academic Standards for Reading and Writing" and "Module 1: Section 1B Understanding the Architecture".</p> <p>The bottom slide also features the Kentucky Department of Education logo in the top right corner. The title is "Group Norms". The list of norms is as follows:</p> <ul style="list-style-type: none"> <li>▶ Assume best intentions.</li> <li>▶ Listen carefully to one another.</li> <li>▶ Be open to new ideas.</li> <li>▶ Be open to working outside your comfort zone.</li> <li>▶ Ask questions.</li> <li>▶ Allow a chance for everyone to participate.</li> </ul>



### Facilitator Notes

- Do you understand the coding? (**NOTE:** If they say no, refer them to page 12 of the *KAS* document.)
- How would you explain the difference between the standards versus the practices?
- How might this grade level view be useful?
- Where might you need additional support?

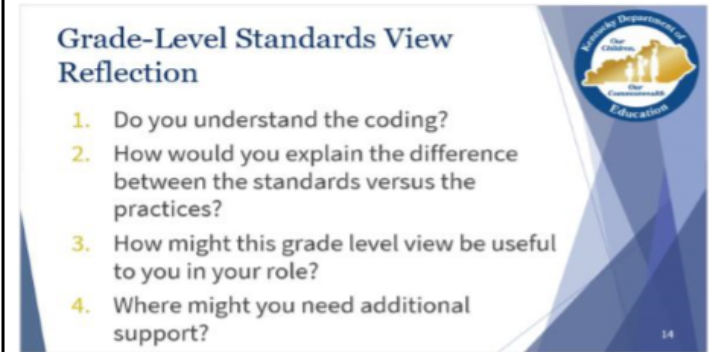
Facilitate discussion over the reflection questions. Consider maintaining a Google document to house these reflections for continued consideration and further application.

**NOTE:** At this point, teachers should understand (1) the standards are the specific goals for what students should be able to know and do upon completion of each grade-level or grade band, and (2) the practices are NOT additional standards, but rather the overarching goals for fostering a literacy-rich classroom environment that empowers students to become literate citizens. **You may need to communicate these ideas if they have not reached this understanding on their own.**

Additional Notes for the facilitator: The following information will be covered in detail in **Module 1: Section 1C**, but it is included here for facilitator reference.

The *KAS* explains a standard represents a goal or outcome of an educational program; standards are vertically aligned expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a

### Accompanying Slide(s)



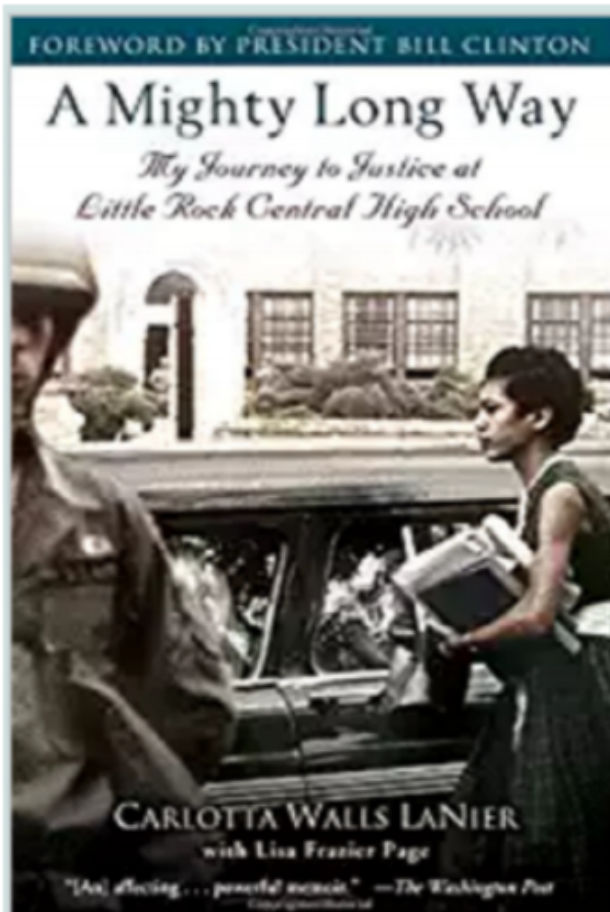
# Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices



- ▶ Essential objective: Section 1C takes a more in-depth look at the purpose and function of the new interdisciplinary literacy practices.
  - Section 1C 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.



# Instructional Application – Where do you see connections to the literacy practices in the instructional process and/or focusing question?



 Education

**GRADE 8: MODULE 3B: UNIT 2: LESSON 16**

Informational Essay Planner

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Focusing Question:** In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Students read *A Mighty Long Way* and wrote an informational essay analyzing historical events, getting the chance to fully meet the depth of multiple standards and learn relevant content.

# Section 1D: Spotlight: Unpacking Multidimensionality



- ▶ Essential objective: To build an understanding of the multidimensionality of the standards and the way this component 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

## Facilitator Notes

Discovery Task - Participants will select the student work samples for their level: Elementary - Grade 2 sample tasks or Grade 5 sample tasks, Middle School - Grade 8 sample tasks, or High School - Grades 11-12 sample tasks. Teachers will be given two student work samples per level, including the identified targeted standards in the multidimensionality view to which each assignment is meant to align. They will determine if the degree of alignment is weak, partial or strong and then provide a rationale for their thinking. The multidimensionality of the standard should guide their analysis. You may elect to have them work individually, with a partner or in a small grade-level group. Keep in mind, though, that because this is new learning, they will likely benefit from being able to share their thinking in a group of 3-4 participants.

**NOTE: The facilitator's guide includes a key with a detailed rationale for each assignment at each level. There is also value in allowing teachers to see the facilitator's guide for all three levels at the conclusion of this discovery task.**

### Hyperlinks for each Discovery Task:

- **Grade 2**  
[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources\\_for\\_MI\\_SID\\_Discovery\\_Task\\_Grade\\_2.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources_for_MI_SID_Discovery_Task_Grade_2.pdf)
- **Grade 5**  
[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources\\_for\\_MI\\_SID\\_Discovery\\_Task\\_Grade\\_5.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources_for_MI_SID_Discovery_Task_Grade_5.pdf)
- **Grade 8**  
[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MI\\_SID\\_Discovery\\_Task\\_Grade\\_8.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MI_SID_Discovery_Task_Grade_8.pdf)
- **Grades 11-12**  
[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources\\_for\\_MI\\_SID\\_Discovery\\_Task\\_Grades\\_11-12.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources_for_MI_SID_Discovery_Task_Grades_11-12.pdf)

## Accompanying Slide(s)

### Discovery Task: Using Multidimensionality to Check for Standards Alignment

1. Review the identified targeted standards for the grade level sample task. Note the dimensions:
  - a) What is the **CONTENT** in the standard?
  - b) What are the expectations for **comprehension**?
  - c) How are students expected to **analyze**?
2. Carefully review the sample task.
3. To what degree is the assignment aligned to the standards? Does it meet the depth and rigor of each standard?
4. Explain your thinking in the rationale section.
5. Follow the same process for sample task 2.



# 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.





## Facilitator Notes

Explain: We will process one example together for grade 2 before you begin the Discovery Task. But you will have the remaining time today to investigate the grade-level standards. This is your task. (Read the slide.)

The link to the Discovery Task is included below:

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/M1\\_S1E\\_Discovery\\_Task\\_\(RL\\_K-12\).docx](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/M1_S1E_Discovery_Task_(RL_K-12).docx).

**NOTE: Be sure participants have access to the Word document above for examining the standards and considering the instructional impacts. Facilitators are encouraged to download the document and upload it to a shareable drive like Google Drive or OneDrive. This document is meant to be utilized collaboratively. Ideally, all participants would be working in the document at the same time but in their respective grade levels included in the document.**

[Also note: The discovery task located at the end of this section may be modified for grades 4-5, 6-8 and/or grades 9-12. Supporting documents, which have also been created for 4-5, 6-8 and 9-12, start with the Reading Literature strand, and participants progress to Reading Informational Text, Composition, and Language as time permits.]

After reading the instructions for the task, show the grade 2 comparison as an example. Lead a discussion on questions like the following:

- **What will students have to be able to do now that the old standard did not require of them?**
  - Participants might say students must identify implicit and explicit key ideas and details from a summary; use that information to determine the message/lesson/moral in the text.
- **How can my instruction support student learning for meeting the expectations of the standard?**

## Accompanying Slide(s)

### Discovery Task

- ▶ The coding and structure of the standards may look similar; however, the writing teams made significant revisions/additions.
- ▶ Let's investigate:
  - Select the Reading Literature strand for a specific grade-level (preferably the one being taught if you are a teacher participant).
  - Highlight or note the differences between the KAS for ELA and the KAS for Reading and Writing. (Remember the multidimensionality view is helpful for highlighting the depth and rigor of the standard and for comparing/contrasting each dimension – content, comprehension and analysis – in both documents.)
  - As time permits, continue your investigation for Reading Informational Text, Reading Foundational, etc.



### Grade 2 Comparison Example

- | KAS for ELA   | KAS for Reading and Writing   |
|---|---|
| <ul style="list-style-type: none"><li>▶ <b>RL.2.2:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li><li>▶ <b>RL.2.5:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li></ul> | <ul style="list-style-type: none"><li>▶ <b>RL.2.2:</b> Identify <b>implicit</b> and <b>explicit</b> information from a summary to determine the <b>AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL</b>, including but not limited to <b>FABLES AND FOLKTALES FROM DIVERSE CULTURES</b>.</li><li>▶ <b>RL.2.5:</b> Describe how parts of the text contribute to the overall <b>STRUCTURE OF POEMS, STORIES AND DRAMAS</b>, including but not limited to <b>LINEAR, NONLINEAR AND CIRCULAR STRUCTURES</b>.</li></ul> |



## **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, 21<sup>st</sup> 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

# 5 Things to Know Before You Go

1. Looking back: Choosing Focus Team Members & Making a Plan
2. Choosing Facilitators
3. June Conference
4. KYStandards.org
5. Next week's webcast: Professional Learning Modules for Newly Revised Mathematics Standards

