

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

## **Facilitator's Guide**

Spring 2019

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\*Note: The discovery task located at the end of the Early Literacy section of the module may be 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 and also begin to consider the instructional impacts of those changes.

## Module Overview:

The Getting to Know the *Kentucky Academic Standards for Reading and Writing* Module, developed by the Kentucky Department of Education, contains the materials to be used in work sessions at the district, school, or department level. These sessions are intended to support the successful transition to and implementation of the *Kentucky Academic Standards (KAS) for Reading and Writing* in classrooms across the state.

The duration, scope and sequence of the module sections may be customized to accommodate local needs and conditions. The sections are designed to provide flexibility for districts and schools and, as such, can be viewed as stand-alone lessons or within the progression of the module as written.

## 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.

## **Intended Audiences:**

### **Participants**

Module participants may include, but are not limited to, district leadership, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators and classroom teachers. In addition, districts may choose to have anyone planning to conduct observations or walkthroughs participate in this session in order to develop an understanding of the document that should be guiding the instruction witnessed in the classroom.

### **Facilitators**

Module session facilitators may include, but are not limited to, district leaders, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators, and classroom teachers.

## **Using This Facilitator’s Guide**

This facilitator’s guide provides suggestions for structuring each section of Module 1, recommended activities to prompt meaningful investigation of the new *KAS for Reading and Writing* and guidance on talking points to use with the provided slideshows.

As you work through Module 1, there will be activities provided to aid in developing participant knowledge and familiarity with the *KAS for Reading and Writing*. Facilitators may need to revise specific tasks in order to meet the needs of the participants or to be respectful of the time planned within the work session.

### **Helpful Hint**

The implementation of the *KAS for Reading and Writing* will cause Kentucky educators to face changes in instructional practices amidst this transition. It is important to realize that while you are the facilitator of these work sessions, you may not have all the answers to the questions asked by participants. And that is okay.

Throughout the module, participants may have questions that will be addressed in future work sessions. When that happens, reflect on this quote from Graham Fletcher, “Every teachable moment doesn’t need to be a teachable moment in that moment.” Use these moments to encourage participants to attend future work sessions where those questions will be addressed. If participants ask questions you are not prepared to answer,

offer to follow up on that during the next work session. Weekly webcasts are planned throughout the facilitation of Module 1 that will provide support to facilitators.

## Planning Ahead

- Determine which stakeholders to invite as participants. In the invitation, describe how the work sessions will benefit them. Here is a [sample email invitation](#) to get you started.
- A few days before the meeting, you may want to remind participants to bring their documents to the meeting. (See below for Participant Documents Needed.)
- Reserve adequate space and equipment. Tables or desks should be set up to support small-group discussion.
- Access to the Internet for participants is helpful but may not be necessary depending on how participants plan to engage with the *KAS for Reading and Writing*.
- Consider how you might handle participants who may not be in attendance at all work sessions. It might be worthwhile to consider how those participants might access missed sections of the module between work sessions in order to feel as prepared as the other participants.

## Preparation

### Participant Documents Needed:

Ask participants to plan ahead regarding how they will feel most comfortable engaging with the *KAS for Reading and Writing*, either:

- A device with access to the PDF bookmarked *KAS for Reading and Writing*
- A hard copy of the *KAS for Reading and Writing* (at least one per team)
- Participant handouts needed for session (See links in the Facilitator's Guide.)

### Facilitator Work Session Supplies Needed:

- Computer with Getting to Know *the KAS for Reading and Writing* slide presentation
- Technology with projection capability
- Copies of the participant handouts needed for the session (See links in the Facilitator's Guide.)

- Parking Lot for questions - This may be a poster on which participants can write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module.
- Self-Sticking Notes (optional)
- Poster paper (optional)
- Highlighters and/or colored pens/markers (optional)

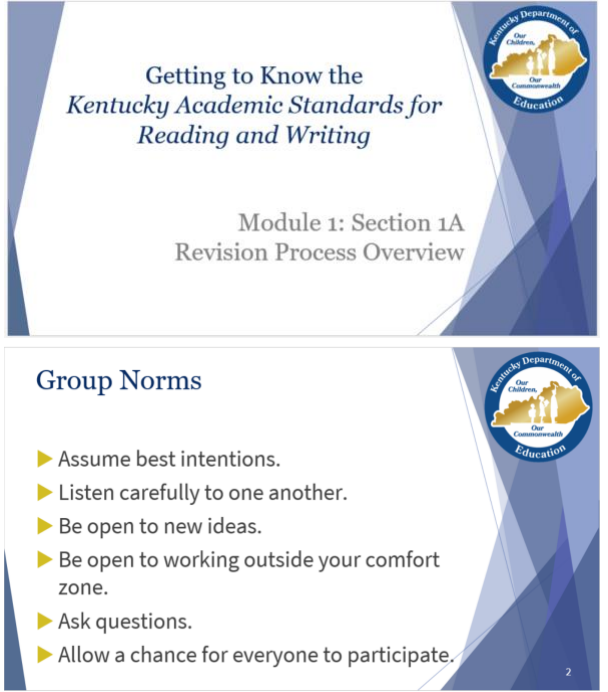
## **Work Session Suggestion**

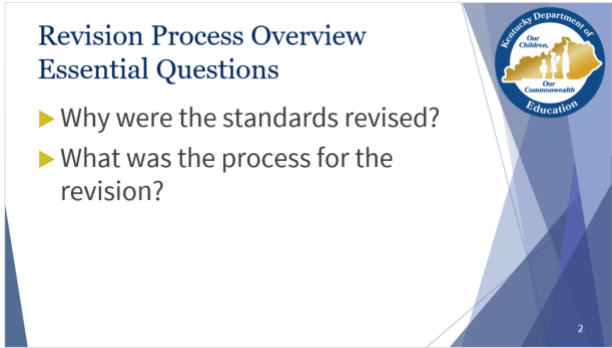
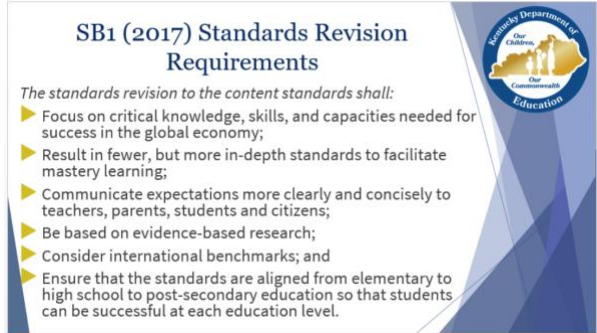
### **Building a Community**

Building a community is important for any group that will work together, especially if participants have not worked together before. The concept is the same as building a safe, respectful, productive classroom climate. Incorporating community-building into each session builds trust, shows participants that they are valuable as individuals, and engages them in the learning process. It is also useful for creating a professional learning network where participants can be supported in their work. Community-building can be as simple as allowing participants to introduce themselves and their role in the school/district, developing or refining group norms, allowing for questions, and/or the sharing of answers to reflection questions or individual discovery task items that are included in the Module 1 sections. Again, time allotted for community-building will allow participants to have a voice and be engaged as active contributors and learners in the sessions.

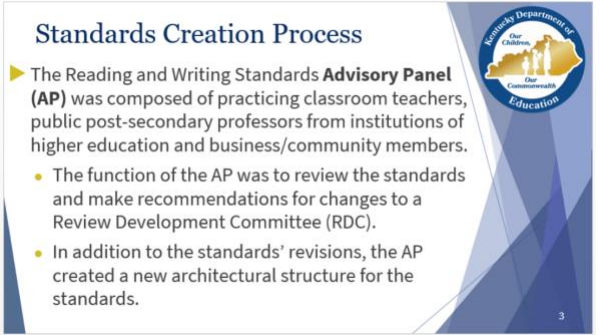
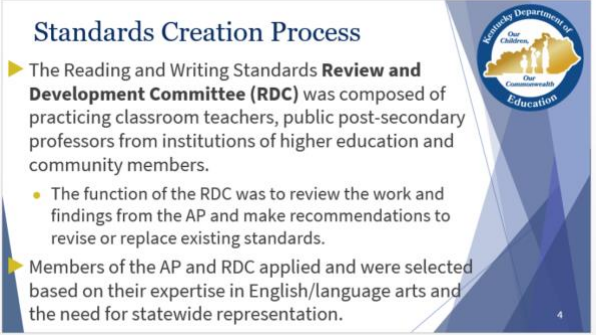
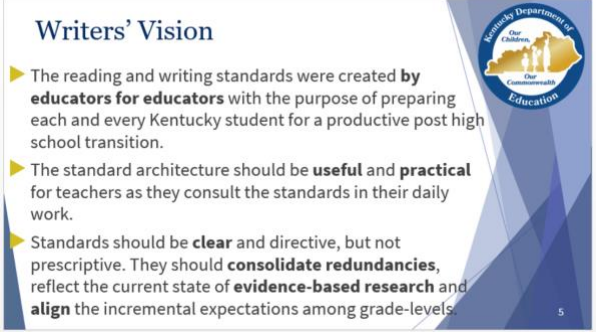
# Module 1: Getting to Know the Kentucky Academic Standards (KAS) for Reading and Writing

## Section 1A: Revision Process Overview

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>. Most recently, the document containing the standards for reading and writing was known as the <i>Kentucky Academic Standards for English/Language Arts</i>; however, in order to align with the federal Every Student Succeeds Act (ESSA), the new document is known as the <i>Kentucky Academic Standards for Reading and Writing</i>.</p> <p>Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. 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.</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 those questions.” Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the optional weekly webinars for facilitators.</p>	 <p>Getting to Know the <i>Kentucky Academic Standards for Reading and Writing</i></p> <p>Module 1: Section 1A Revision Process Overview</p> <p>Group Norms</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	Accompanying Slide(s)
<p>If the question is pressing and doesn't appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to <a href="mailto:standards@education.ky.gov">standards@education.ky.gov</a>.</p> <p>Move on by explaining: Section 1A of Module 1 provides an overview of the standards revision process as required by Senate Bill 1 (2017) and the role that classroom teachers played in the revision process. Two essential questions will be answered by the end of Section 1A. Read the questions on the slide.</p>	 <p><b>Revision Process Overview</b> <b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>▶ Why were the standards revised?</li> <li>▶ What was the process for the revision?</li> </ul>
<p>Explain: The standards revision process occurs on a 6 year rotation per the directive of Senate Bill 1 (2017). These 6 main requirements from the law guided the work.</p> <p>The standards writers were intentional and thoughtful in meeting the requirements of the law. For example, they took great care in communicating expectations clearly and concisely to all stakeholders, while at the same time providing supports that are intended to aid teachers in aligning their instruction to the standards.</p>	 <p><b>SB1 (2017) Standards Revision Requirements</b></p> <p><i>The standards revision to the content standards shall:</i></p> <ul style="list-style-type: none"> <li>▶ Focus on critical knowledge, skills, and capacities needed for success in the global economy;</li> <li>▶ Result in fewer, but more in-depth standards to facilitate mastery learning;</li> <li>▶ Communicate expectations more clearly and concisely to teachers, parents, students and citizens;</li> <li>▶ Be based on evidence-based research;</li> <li>▶ Consider international benchmarks; and</li> <li>▶ Ensure that the standards are aligned from elementary to high school to post-secondary education so that students can be successful at each education level.</li> </ul>



Facilitator Notes	Accompanying Slide(s)
<p>Explain: The standards revision work was completed by two different teams of Kentucky educators and community members from across the state. Over 100 Kentucky teachers applied to be on the writing teams.</p> <p>This slide describes the membership and work of the Advisory Panel.</p>	 <p><b>Standards Creation Process</b></p> <ul style="list-style-type: none"> <li>▶ The Reading and Writing Standards <b>Advisory Panel (AP)</b> was composed of practicing classroom teachers, public post-secondary professors from institutions of higher education and business/community members. <ul style="list-style-type: none"> <li>• The function of the AP was to review the standards and make recommendations for changes to a Review Development Committee (RDC).</li> <li>• In addition to the standards' revisions, the AP created a new architectural structure for the standards.</li> </ul> </li> </ul>
<p>This slide describes the membership and work of the Review and Development Committee.</p> <p>A list of the writing committee members is found in Appendix A of the <i>KAS for Reading and Writing</i>.</p>	 <p><b>Standards Creation Process</b></p> <ul style="list-style-type: none"> <li>▶ The Reading and Writing Standards <b>Review and Development Committee (RDC)</b> was composed of practicing classroom teachers, public post-secondary professors from institutions of higher education and community members. <ul style="list-style-type: none"> <li>• The function of the RDC was to review the work and findings from the AP and make recommendations to revise or replace existing standards.</li> </ul> </li> <li>▶ Members of the AP and RDC applied and were selected based on their expertise in English/language arts and the need for statewide representation.</li> </ul>
<p>Explain: The writers had a clear vision of the purpose, function and goals of the <i>KAS for Reading and Writing</i> document.</p> <p><b>NOTE:</b> If participants would like more information on the standards revision process, direct them to the following sites:</p> <ul style="list-style-type: none"> <li>• <a href="https://education.ky.gov/curriculum/standards/revision/Documents/Critical_Fact_Sheet_Revision_of_Standards.pdf">https://education.ky.gov/curriculum/standards/revision/Documents/Critical_Fact_Sheet_Revision_of_Standards.pdf</a></li> <li>• <a href="https://education.ky.gov/curriculum/standards/revision/Pages/default.aspx">https://education.ky.gov/curriculum/standards/revision/Pages/default.aspx</a></li> <li>• <a href="https://education.ky.gov/curriculum/standards/revision/Documents/Kentucky%20Academic%20Standards_Review_and_Implementation_Timeline.pdf">https://education.ky.gov/curriculum/standards/revision/Documents/Kentucky%20Academic%20Standards_Review_and_Implementation_Timeline.pdf</a></li> </ul>	 <p><b>Writers' Vision</b></p> <ul style="list-style-type: none"> <li>▶ The reading and writing standards were created by <b>educators for educators</b> with the purpose of preparing each and every Kentucky student for a productive post high school transition.</li> <li>▶ The standard architecture should be <b>useful and practical</b> for teachers as they consult the standards in their daily work.</li> <li>▶ Standards should be <b>clear</b> and directive, but not prescriptive. They should <b>consolidate redundancies</b>, reflect the current state of <b>evidence-based research</b> and <b>align</b> the incremental expectations among grade-levels.</li> </ul>

## Facilitator Notes

End Slides for Section 1A.

Bring the group back together.

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Post-survey:

[Getting to Know the KAS for Reading and Writing \(Module 1\) for Teachers](#)

[Getting to Know the KAS for Reading and Writing \(Module 1\) for School/District Leaders](#)

## Accompanying Slide(s)

### Coming Up

- Section 1B: Understanding the Architecture
- Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices
- Section 1D: Spotlight: Unpacking Multidimensionality
- Section 1E: Spotlight: Early Literacy
- Section 1F: Additional Instructional Implications
- Section 1G: Wrap up of Module 1 & Next Steps



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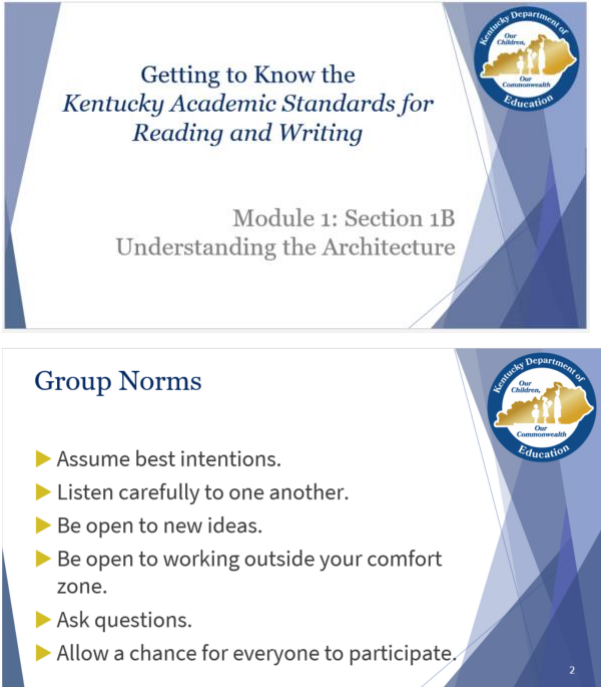
Stop here if you are completing Module 1: Section 1A: Revision Process Overview **only**.

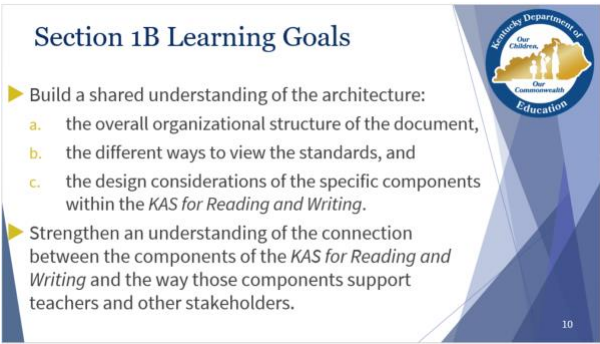
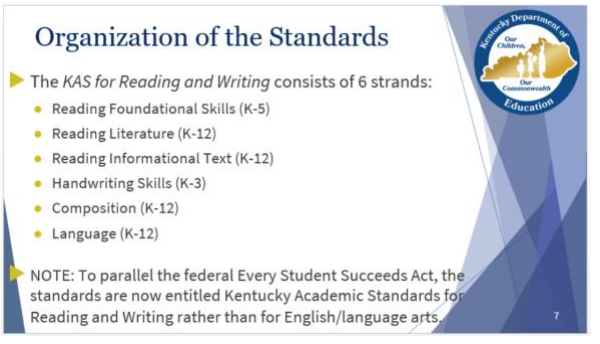

If you want to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1B: Understanding the Architecture.



## 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 those questions.” Point out the location of the parking lot for questions. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 1A.</p> <p>Move on by explaining: There are two primary learning goals for this section of Module 1. Refer to the slide.</p>	 <p>Getting to Know the Kentucky Academic Standards for Reading and Writing</p> <p>Module 1: Section 1B Understanding the Architecture</p> <p>Group Norms</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	Accompanying Slide(s)
	 <p><b>Section 1B Learning Goals</b></p> <ul style="list-style-type: none"> <li>▶ Build a shared understanding of the architecture: <ul style="list-style-type: none"> <li>a. the overall organizational structure of the document,</li> <li>b. the different ways to view the standards, and</li> <li>c. the design considerations of the specific components within the <i>KAS for Reading and Writing</i>.</li> </ul> </li> <li>▶ Strengthen an understanding of the connection between the components of the <i>KAS for Reading and Writing</i> and the way those components support teachers and other stakeholders.</li> </ul>
<p>Explain: This slide denotes the 6 strands that organize the reading and writing standards.</p> <p><b>NOTE:</b> These will be familiar to teachers who have worked with the <i>KAS for ELA</i>. But please note that the writing committees chose to include a Composition strand rather than a Writing strand. They envisioned composing as more than the traditional use of paper and pencil or word processing as 21st Century literacy encompasses the use of digital resources to create, publish and research.</p>	 <p><b>Organization of the Standards</b></p> <ul style="list-style-type: none"> <li>▶ The <i>KAS for Reading and Writing</i> consists of 6 strands: <ul style="list-style-type: none"> <li>• Reading Foundational Skills (K-5)</li> <li>• Reading Literature (K-12)</li> <li>• Reading Informational Text (K-12)</li> <li>• Handwriting Skills (K-3)</li> <li>• Composition (K-12)</li> <li>• Language (K-12)</li> </ul> </li> <li>▶ NOTE: To parallel the federal Every Student Succeeds Act, the standards are now entitled Kentucky Academic Standards for Reading and Writing rather than for English/language arts.</li> </ul>
<p>Explain: This slide details the purpose of the standards within each strand.</p> <p><b>NOTE:</b> New teachers may not be aware that the Speaking and Listening Strand was housed in the former <i>KAS for ELA</i>.</p>	 <p><b>The 6 Strands</b></p> <ul style="list-style-type: none"> <li>▶ The strand standards outline what a student should know and be able to do independently by the end of each grade in grades K-8 and each grade band for 9-10 and 11-12.</li> <li>▶ These grade-level specific and grade-banded standards intentionally support the learning progression as they strategically stair step students toward a guiding principle for each standard.</li> <li>▶ The Speaking and Listening Strand had to be removed due to “essential skills” curriculum legislation; however, we know that they are still essential to best practice instruction.</li> </ul>

## Facilitator Notes

Explain: Elementary, middle and high school opens with a grade-level overview. This document was designed with multiple stakeholders in mind - teachers, administrators, district-level leaders and/or parents.

Discovery Task - Provide participants with a copy of their respective grade-level overview from the KAS document. (The K-5 overview is found on page 20; the grade 6-8 overview is on page 222, and the grade 9-12 overview is on page 319.)

Ask them to annotate or take notes on evidence for number 1.

Ask participants, individually, with a partner or in a small grade-banded group, to consider how this document may be useful to multiple stakeholders. See number 2. For example, for a principal or district leader who may not be an expert on the specific content standards, the overview document provides a snapshot of what he or she might look for in a walk-through or formal observation. Or at a parent conference, a parent might be better served by seeing a general overview of how the strands work together instead of processing each of his or her child's grade-level standards.

Facilitate discussion over the reflection generated on this one-pager. Based on this discussion, consider asking if an additional document might need to be created for a particular stakeholder. What might be its purpose? Make-up? Design?

Consider maintaining a Google document to house these reflections for continued consideration and further application.

## Accompanying Slide(s)

**KAS for Reading and Writing Grade Level Overviews**  
Kentucky Academic Standards for Reading and Writing: Kindergarten-Grade 5 Overview

**READING IN AND BY**

A 5.0 overview for reading reflects what students should understand and be able to do by the end of each grade. To meet this expectation for 5.0, students must read widely by and deeply from a broad range of high-quality, increasingly challenging literary and informational print and non-print texts and texts from diverse cultures, times, and disciplines, including digital texts. By tracing how they respond to these different texts across the course and over time, students will understand necessary background knowledge and vocabulary prior to encountering the most challenging texts. Through contextual scaffolding or direct instruction to gradually release, students will have the ability to choose, analyze, and synthesize knowledge and develop critical and creative thinking abilities.

Students must develop the habit of reading closely, and teachers must provide them with guidance and modeling using teacher or student-generated text-dependent questions that will lead to both explicit and inferred understanding of texts. In kindergarten and first grade, students are provided with scaffolding and support as they learn to read and process explicit and implicit questions and make inferences. In second and third grade, students should use and answer explicit and implicit questions and make inferences on their own. In fourth and fifth grade, students must locate and cite appropriate textual evidence to support their responses and analyze the text. By the end of fifth grade, students should be able to explain the relationship between individuals, events, ideas or concepts that occur over the course of a text.

The clear progression of the standards guarantees the quality of foundational content and concepts from year to year. Within the grade level, alignment between explicit and implicit questions and should be addressed in multiple grade-level overviews. This document should be updated and lengthened as grade-level standards, sample texts, historical and current exemplar questions, resources, such as audio and video stimuli, and qualitative resources such as Tier 1 and Tier 2 exemplars and student knowledge requirements, to determine the instructional purpose for each text set.

**COMPOSITION**

Across these standards, students may use a combination of print, non-print and digital resources to research a variety of topics, information, experiences, narratives and research products. With scaffolding and support, students describe and organize their relevant products that are appropriate to task, audience and purpose. Evidence should be shared in oral, visual and written form using appropriate, task-based writing genres. Students writing compositions use the writing process to create and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than separate subjects. Through more disciplinary literacy practices, students apply subject-specific writing genres for various purposes and audiences to influence others, independent communication. Students must write in both short and extended time frames.

**LANGUAGES**

Within these standards, students must demonstrate command of English grammar, usage and mechanics as well as understand how language functions in context. Students, with peer support, identify and independently determine or clarify the meaning of grade-appropriate words, analyze the relationship of words and shades of meaning and analyze that relationship to the overall message of the text. The relationship between content to develop skills in higher progression, students demonstrate understanding of these standards in the context of authentic reading, writing, speaking and listening skills.

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**Grade-Level Overview Reflection**

1. Read through your grade-level overview, and underline, highlight, circle, etc., elements that impact instruction.
2. With these elements in mind, how might the information in the grade-level overview be useful in communicating with different stakeholders (parents, students, teachers, administrators, district leaders)?

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## Facilitator Notes

Bring the group back together, and explain:

There are three ways to view the standards in the new *KAS for Reading and Writing*. We are going to take a closer look at each one. The first view is the Grade-Level View, which contains grade specific standards with coding, strand categories and interdisciplinary literacy practices.

**Activate the voiceover on this slide to narrate and briefly expand upon the components.**

NOTE: The following chart, explaining the standard coding, is found on page 12 of the *KAS* document:

### Strands and Coding

The coding for the standards begins with an abbreviation of the strand followed by the grade-level in the middle and the standard number at the end. Strand abbreviations include RL for reading literature, RI for reading informational texts, C for composition (formerly labeled W for writing), L for language, HW for handwriting and RF for Reading Foundational Skills.

Strand	Abbreviation	Example	Meaning
Reading Literature	RL	RL.7.2	Reading Literature, Grade 7, Standard 2
Reading Informational	RI	RI.5.5	Reading Informational Text, Grade 5, Standard 5
Composition	C	C.9-10.1a	Composition, Grades 9-10, Standard 1, Substandard a
Language	L	L.11-12.5b	Language, Grades 11-12, Standard 5, Substandard b
Handwriting	HW	HW.K.1	Handwriting, Kindergarten, Standard 1
Reading Foundational Skills	RF	RF.K.3c	Reading Foundational Skills, Kindergarten, Standard 3, Substandard c

## Accompanying Slide(s)

The slide displays the 'Draft Kentucky Academic Standards for Reading and Writing' with a focus on 'Grade 5'. It features a table with two main columns: 'Reading Standards for Informational Text - Grade 5' and 'Interdisciplinary Literacy Practices'. The table is organized into three categories: 'Strand Categories', 'Standard Codes', and 'Standards'. The 'Strand Categories' column lists 'RI.5' (Reading Informational Text). The 'Standard Codes' column lists 'RI.5.5'. The 'Standards' column lists 'RI.5.5.5'. The 'Interdisciplinary Literacy Practices' column lists '1' through '10'. The slide also includes the 'Kentucky Department of Education' logo and the text 'Our Communities Our Future'.

Discovery Task: Have participants go to their grade-level standards view and advise them to familiarize themselves with the architecture and design of each strand.

Ask participants, individually, with a partner or in a small grade-banded group, to reflect on the following questions:

## 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 grade or grade-span. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. See page 11 in the *KAS for Reading and Writing* for additional support.

## Accompanying Slide(s)

### Grade-Level Standards View Reflection

1. Do you understand the coding?
2. How would you explain the difference between the standards versus the practices?
3. How might this grade level view be useful to you in your role?
4. Where might you need additional support?



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## Facilitator Notes

The KAS also explains the Interdisciplinary Literacy Practices are built upon a foundation of common understandings — or practices — which provide the overarching goals for literacy instruction for each student across the state. These ten foundational practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen. See pages 10, 384-390 in the KAS for additional support. **Section 1C of Module 1 provides a deeper dive into the practices and will cover this information.**




Bring the group back together, and explain:

The second view is the Breakdown View, which contains the guiding principle, mini-progression, and multidimensionality of the standard.

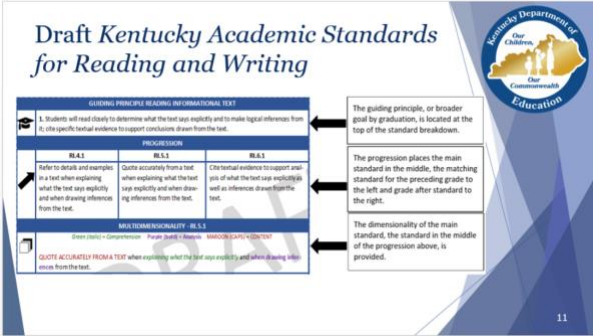
**Activate the voiceover on this slide to narrate and briefly expand upon the three components.**

NOTE: The following key is found on page 16 of the KAS document:

Standard Breakdown Key

Image	What it Represents	Meaning
	Guiding Principle	The graduation cap signifies the guiding principles as they are broad statements about the expectations for students as they prepare for life after high school.
	Progression	The arrow signifies the progression of the standards as they advance from kindergarten to grade 12.
	Multidimensionality	The layers signify the standard is coded to reflect the content, comprehension and analysis within the standard.

## Accompanying Slide(s)



The slide displays a breakdown of a standard from the Draft Kentucky Academic Standards for Reading and Writing. The standard is: "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." The breakdown is organized into three main sections: Guiding Principle, Progression, and Multidimensionality. The Guiding Principle section includes a graduation cap icon and the 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." The Progression section is divided into three columns: RL.1, RL.2, and RL.3. RL.1: "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text." RL.2: "Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text." RL.3: "Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." The Multidimensionality section includes a layers icon and the text: "CITE ACCURATELY FROM A TEXT when explaining what the text says explicitly and when drawing inferences from the text." Annotations on the right side of the slide explain the components: "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." The slide also features the Kentucky Department of Education logo and the number 11.



## Facilitator Notes

Discovery Task: Have participants go to the breakdown view for at least one standard in each strand.

Ask participants, individually, with a partner or in a small grade-banded group, to reflect on the following questions:

- How might knowing the guiding principle for each standard be useful?
- How will access to the mini-progression be helpful?
- How will the multidimensionality be useful in providing a deconstruction of the standard?
- 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: Participants will likely have additional questions about the multidimensionality; **Section 1D in Module 1 will unpack this component in greater detail and provide further clarity.**

They are not expected to be experts on this component at this point. If needed, you may refer to the following overview chart on page 15 of the *KAS* document, which is referenced in the voiceover and explained in greater detail in Section 1D:

### Multidimensionality

Coding is used to show how each individual standard is multidimensional. The dimensions are denoted as follows:

WORDS IN ALL CAPS AND IN MAROON = CONTENT	Words in Italics and in Green = Comprehension	Words in Bold and in Purple = Analysis
The tools of an author and the objects of literacy woven into the skills students must access and apply when developing comprehension and performing analysis	This concrete dimension requires the objective understanding of a text, topic or convention of language.	This abstract dimension requires more than objective understanding of main ideas and key details. The ability to read "between or above the lines" is how students become critical thinkers.
Examples: central idea, theme, tone, structure, syntax	Examples: decoding language and words in context, being able to effectively summarize or retell what has been read, knowing the grammar rule	Examples: critical reading to determine underlying meaning and purpose, determining WHY an author made particular choices, being able to effectively explain inferences and what is implied.

## Accompanying Slide(s)

### Standards Breakdown View Reflection

1. How might knowing the guiding principle for each standard be useful?
2. How will access to the mini-progression be helpful?
3. How will the multidimensionality be useful in providing a deconstruction of the standard?
4. Where might you need additional support?



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## Facilitator Notes

Bring the group back together, and explain:

The third way to view the strand standards is in the K-12 Progressions.

The progressions are organized by strand and standard number within the strand. For example, here we see the Reading Literature (RL) Strand, the guiding principle for Standard 1, and the K-12 grade-level specific standards for Standard 1. This view allows teachers, or other stakeholders, to view the entire stair step progression for RL Standard 1.

Discovery Task: Have participants go to the K-12 progression for at least one strand standard. The progressions begin on page 391 of the *KAS* document.

Ask participants, individually, with a partner or in a small grade-banded group, to reflect on the following questions:

- How might this view be useful for vertical alignment? In PLCs?
- 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.

## Accompanying Slide(s)

### K-12 Standard Progressions

Reading Standards for Literature	Interdisciplinary Literacy Practices
<b>Key Ideas and Details</b>	<b>1</b> Recognize that text is anything that communicates a message.
<b>Reading Principle 1</b> 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.	<b>2</b> Analyze, develop and refine schema to understand and create text.
<b>RL.K.1</b> With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	<b>3</b> Meet diverse requirements of various formal, interdisciplinary and transdisciplinary.
<b>RL.1.1</b> With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	<b>4</b> Utilize receptive and expressive language arts to better understand text, discuss and the world.
<b>RL.1.2</b> Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	<b>5</b> Apply strategic practices, with scaffolding and then independently, to approach new literary texts.
<b>RL.1.3</b> Ask and answer questions, and make and support logical inferences to construct meaning from the text.	<b>6</b> Collaborate with others to create new meaning.
<b>RL.1.4</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>7</b> Utilize digital resources to learn and share with others.
<b>RL.1.5</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>8</b> Engage in specialized, discipline-specific literacy practices.
<b>RL.1.6</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>9</b> Apply high level cognitive processes to think deeply and critically about text.
<b>RL.1.7</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>10</b> Develop a strong identity that promotes lifelong learning.
<b>RL.1.8</b> The relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>RL.1.9</b> Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>RL.1.10</b> Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>RL.1.11</b> Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>RL.1.12</b> Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	



### K-12 Progressions Reflection

1. How might the progressions be useful for vertical alignment? In PLCs?
2. Where might you need additional support?



## Facilitator Notes

Pulse Check - Bring back up the section learning goals. Make the point that participants aren't expected to be experts on the architecture and components of the standards document at this point. This is new learning, and there is a lot of information in this section.

But ask, "Do you feel you have a better understanding of the architecture and how the differing views and components can support you in your role?" If they say no, offer to send them the slides for this section, suggest they review the information found on pages 9-19 of the front matter in the *KAS for Reading and Writing*, and take time to simply read and explore the document. If they have additional questions, be sure those are recorded in the parking lot for future reference.

## Accompanying Slide(s)

### Section 1B Learning Goals

- ▶ Build a shared understanding of the architecture:
  - a. the overall organizational structure of the document,
  - b. the different ways to view the standards, and
  - c. the design considerations of the specific components within the *KAS for Reading and Writing*.
- ▶ Strengthen an understanding of the connection between the components of the *KAS for Reading and Writing* and the way those components support teachers and other stakeholders.



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## Facilitator Notes

End slides for Module 1: Section B

Bring the group back together.

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Post-survey:

[Getting to Know the KAS for Reading and Writing \(Module 1\) for Teachers](#)

[Getting to Know the KAS for Reading and Writing \(Module 1\) for School/District Leaders](#)

## Accompanying Slide(s)

### Coming Up

- Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices
- Section 1D: Spotlight: Unpacking Multidimensionality
- Section 1E: Spotlight: Early Literacy
- Section 1F: Additional Instructional Implications
- Section 1G: Wrap up of Module 1 & Next Steps



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Stop here if you are completing Module 1: Section 1B: Understanding the Architecture **only**.


If you would like to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices.

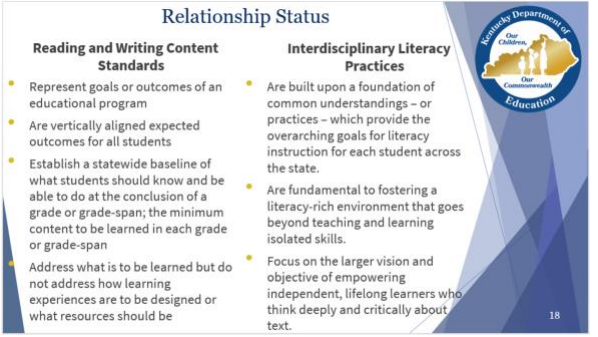

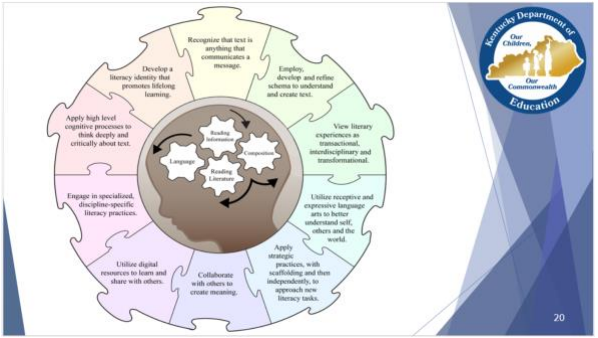


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## Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices

*Materials Needed:* Participants will need a copy of the slide containing the grade 8 *A Mighty Long Way* ELA assignment, and they will need access to one of their current lesson plans or entries in a lesson plan book or digital planner.

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 1C takes a more in-depth look at the purpose and function of the new interdisciplinary literacy practices.</p> <p>Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. 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 a previous session, 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 those questions.” Point out the location of the parking lot for questions. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 1A.</p>	 <p>Getting to Know the <i>Kentucky Academic Standards for Reading and Writing</i></p> <p>Module 1: Section 1C Deeper Dive into the Interdisciplinary Literacy Practices</p> <p>Group Norms</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> <p>Essential Questions</p> <ul style="list-style-type: none"><li>• What is the purpose and function of the ten interdisciplinary literacy practices?</li><li>• How are the practices different from the reading and writing content standards?</li><li>• How does intentional engagement in the practices help to foster literacy and student learning?</li></ul>

Facilitator Notes	Accompanying Slide(s)
<p>Move on by explaining: “We have three essential questions for this section.” Read the essential questions, and explain: “The goal of this section is to build shared knowledge of the literacy practices and to support your thinking as you process these questions.”</p>	
<p>Explain: In order to understand their purpose and function, we must first understand how the practices are different from the content standards for reading and writing.</p> <p><b>NOTE:</b> This information is found in the front matter of the <i>KAS for Reading and Writing</i>. The relationship between the Reading and Writing Standards and the ten Literacy Practices is different from those found in other <i>KAS</i> documents. This distinction is very important for participants to understand.</p>	 <p><b>Relationship Status</b></p> <p><b>Reading and Writing Content Standards</b></p> <ul style="list-style-type: none"> <li>• Represent goals or outcomes of an educational program</li> <li>• Are vertically aligned expected outcomes for all students</li> <li>• Establish a statewide baseline of what students should know and be able to do at the conclusion of a grade or grade-span; the minimum content to be learned in each grade or grade-span</li> <li>• Address what is to be learned but do not address how learning experiences are to be designed or what resources should be</li> </ul> <p><b>Interdisciplinary Literacy Practices</b></p> <ul style="list-style-type: none"> <li>• Are built upon a foundation of common understandings – or practices – which provide the overarching goals for literacy instruction for each student across the state.</li> <li>• Are fundamental to fostering a literacy-rich environment that goes beyond teaching and learning isolated skills.</li> <li>• Focus on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text.</li> </ul> <p>18</p>
<p><b>NOTE:</b> Use the components of the slide to build participant knowledge.</p>	 <p><b>Not Additional Standards</b></p> <ul style="list-style-type: none"> <li>• Unlike the mathematics and science practices, the ten literacy practices are <b>NOT additional standards</b>.</li> <li>• Instead, if utilized, they provide intentional opportunities for students to <b>practice the behaviors of a literate citizen</b>.</li> <li>• Because they are the <b>overarching goals for creating a literacy-rich environment</b>, they are not attached to specific standards as in the mathematics and science documents. Multiple literacy practices are engaged in the application and mastery of each reading and writing standard.</li> <li>• They are <b>interdisciplinary</b> literacy practices; however, they are also not linked to other disciplines as the other content areas have been charged with incorporating literacy into their own discipline-specific document during the standards revision process.</li> </ul> <p>27</p>
<p>Explain: This infographic found in the <i>KAS</i> document illustrates 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 strands.</p>	 <p>20</p>

## Facilitator Notes

Explain the instructions for the Instructional Application from this grade 8 ELA unit:

“As we continue this module and learn more information about the ten literacy practices, take notes on any connections you see to the ten literacy practices in either the instructional process or in the student task/assignment in this example.”

Take a moment to review the components of the student task found on this slide. Also, be sure to pass out the hard copy of this slide for note-taking purposes.

Read the points on the slide.

**NOTE:** This portion of Module 1, Section 1C draws from the resource document found on pages 384-389 of the KAS document.

For Practice 1, PLEASE explain this critical information: As 21st century learners, students interpret both print and non-print content, while expanding their traditional understanding of text to include visual, auditory and digital sources. Print and non-print content across themes and disciplines provides ongoing and increasingly rigorous opportunities for students to interpret messages communicated through different media.

## Accompanying Slide(s)

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

Missouri Department of Education  
Our Children. Our Commonwealth.

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.

Source: TNTP Opportunity Myth, Grade 8 Assignments

## Literacy Practices Clarifications

- Within the KAS document, the ten Practices are clarified further by possible teacher and student actions.
- These actions illustrate what the teacher and students may be doing in a classroom that employs the Interdisciplinary Literacy Practices.
- While the examples do not provide an exhaustive list, they do demonstrate:
  - How TEACHERS can provide opportunities for students to experience the literacy practices, and
  - How STUDENTS will apply these practices, so they may become an innate part of life across the disciplines and beyond school.

## Practice 1: Recognize that text is anything that communicates a message.

### Possible Teacher Actions

- ▶ Intentionally choose print and non-print interdisciplinary texts to demonstrate the variety of ways in which authors can communicate meaning.

### Possible Student Actions

- ▶ Recognize the author's perspective and intended meaning in creating the message in both print and non-print text.
- ▶ Recognize that messages are conveyed with different purposes and through varying forms, whether the text is visual, auditory or digital.

## Facilitator Notes

For Practice 2, PLEASE explain: Students' schema provides the lens through which they view new information. Exposing students to multiple texts and interdisciplinary content provides opportunities to build knowledge in meaningful ways. By activating prior knowledge, developing new connections, applying specialized vocabulary and reflecting on new understanding, students are equipped as literate learners in the 21st century.

For Practice 3, PLEASE explain: Students' understanding and use of text are dependent upon the transaction between the reader, the text itself and the context. This transaction values the parameters of the text, the input of the reader and the opportunities in the classroom to build understanding. When students' literacy experiences cross traditional disciplinary boundaries, their knowledge is expanded and relevant. Furthermore, students' interactions with text become transformational when they are motivated to pursue additional information or activity as a result of their new schema.

For Practice 4, PLEASE explain: Employing both receptive (i.e., listening, reading and viewing) and expressive (i.e., speaking, writing and visually representing) elements values all language arts as interrelated and critical to the meaning-making process. Experiencing connected and relevant literacy instruction motivates students to think critically about their relationship to the world.

## Accompanying Slide(s)

### Practice 2: Employ, develop and refine schema to understand and create text.

#### Possible Teacher Actions

- ▶ Prompt students through questioning, scenarios, simulations or other strategies to activate prior knowledge.
- ▶ Use students' schema associated with both content (background) knowledge and literacy strategies to break down, approach or create a text.
- ▶ Offer students an opportunity to make connections to texts, interdisciplinary contexts, themselves and the outside world.

#### Possible Student Actions

- ▶ Use the term *schema* in describing their existing understanding of terms, concepts and processes.
- ▶ Apply and refine schema to understand new concepts.
- ▶ Reflect on interdisciplinary information and understand the impact it has on their learning.



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### Practice 3: View literary experiences as transactional, interdisciplinary and transformational.

#### Possible Teacher Actions

- ▶ Assist students in understanding that meaning in a text is generated by the *transaction* between the text itself and the experiences, ideas or perspectives the reader brings.
- ▶ Use engaging, interdisciplinary texts that prompt student action or inquiry.

#### Possible Student Actions

- ▶ Blend the information provided by multiple texts with schema to provide understanding.
- ▶ Use the literary experience to either change or inform an opinion or to take action.



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### Practice 4: Utilize receptive and expressive language arts to better understand self, others and the world.

#### Possible Teacher Actions

- ▶ Provide students with connected and relevant literacy instruction so that they read like a writer/write like a reader, or speak like a listener/listen like a speaker, etc.
- ▶ Offer varied but related messages from written, auditory and/or graphic texts to examine how receptive and expressive texts are interrelated.

#### Possible Student Actions

- ▶ Create a product (using one of the expressive arts) that reflects a deep and critical understanding of content (using the receptive arts).
- ▶ Engage actively in their listening, reading and viewing experiences.



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## Facilitator Notes

For Practice 5, PLEASE explain: When students strategically approach literacy tasks, they make intentional decisions about when, where and how to apply thinking and learning processes. Independence and transference ultimately empower students as lifelong learners.

Pause to discuss the connections that participants made between the first five practices and the assignment. Obvious connections can be made to practice 1 and how this print text communicates a message and to practice 4 in that students are utilizing receptive and expressive language arts to better understand self, others and the world. More subtle connections may also be found due to the interdisciplinary nature of this text.

For Practice 6, PLEASE explain: Since learning does not occur in isolation, students should interact with others to confirm, challenge or shape their views and ideas. Collaboration facilitates understanding and develops an appreciation of diverse experiences and perspectives.

## Accompanying Slide(s)

**Practice 5: Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.**

### Possible Teacher Actions

- ▶ Offer and model various learning strategies for how to approach a new text.
- ▶ Provide opportunities for students to self-regulate by choosing appropriate strategies for a new task.

### Possible Student Actions

- ▶ Use learning strategies to access unfamiliar or new literacy tasks.
- ▶ Decide which strategy best meets the need for a particular text or task.



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**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 Questions:** 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.

Source: TNTP Opportunity Myth, Grade 8 Assignments



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**Practice 6: Collaborate with others to create meaning.**

### Possible Teacher Actions


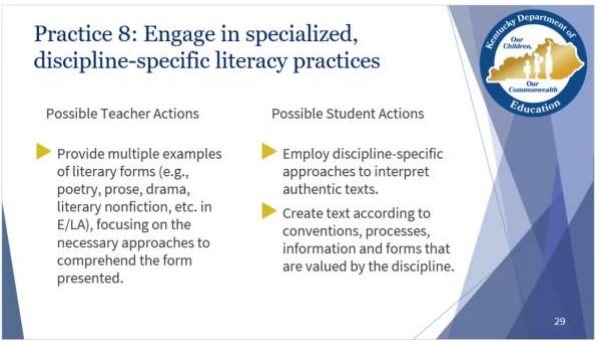
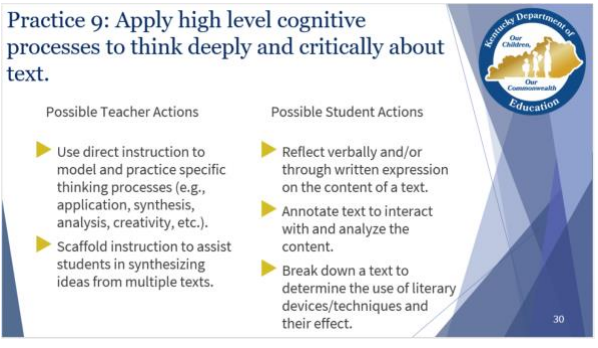
- ▶ Provide multiple opportunities for collaboration on a variety of texts.
- ▶ Use collaborative exercises to prompt students' consideration of diverse experiences and perspectives.

### Possible Student Actions

- ▶ Listen actively and respectfully to one another to refine understanding and broaden perspectives.
- ▶ Contribute ideas actively and respectfully in order to refine understanding and broaden perspectives.



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Facilitator Notes	Accompanying Slide(s)
<p>For Practice 7, PLEASE explain: As members of an interconnected society, students must be productive digital citizens. Knowing how to effectively produce and critically consume digital information equips students to function within and contribute to a world beyond their immediate classroom.</p>	
<p>For Practice 8, PLEASE explain: Students recognize the impact of form, function and content area on literacy approaches. By adopting a disciplinary perspective, they utilize the thinking and learning processes valued within that discipline to interact meaningfully with the text.</p>	
<p>For Practice 9, PLEASE explain: Students must move beyond basic comprehension and interact more deeply with the text. By applying synthesis, analysis, reflection and other higher order thinking skills, students are equipped to examine text critically.</p>	

## Facilitator Notes

For Practice 10, PLEASE explain: Students should view themselves as lifelong learners who take an active role in their literacy development, understanding they impact and are impacted by their interactions with text.

Again, pause to discuss the connections that participants made between the five remaining practices and the assignment. Obvious connections can be made to practices 8 and 9 in terms of the student analysis of the historical events, the student analysis of the text in general, and the student composition of the informational essay. More subtle connections may be made to additional practices.

Next, ask participants to consider how additional practices might be more purposely linked to the instructional process or student task/assignment. For example, some might mention practice 2 and how a teacher could employ, develop or refine schema on the historical events detailed in the text. Others may have ideas for strategic practices and scaffolding for approaching the text (practice 5) or for allowing students to collaborate with others to create meaning (practice 6).

## Accompanying Slide(s)

### Practice 10: Develop a literacy identity that promotes lifelong learning.

#### Possible Teacher Actions

- ▶ Discuss the role of an active and engaged reader.
- ▶ Provide opportunities for all levels of readers and writers to experience success.
- ▶ Offer a variety of engaging texts geared toward student interest, demonstrating that multiple reading options exist.

#### Possible Student Actions

- ▶ Utilize a variety of texts for multiple purposes, both inside and outside of the classroom.
- ▶ Take risks in applying various strategies and techniques in reading and writing.



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### 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.

Source: TNTP Opportunity Myth, Grade 8 Assignments



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## Facilitator Notes

To make this instructional application more relevant for the participants, in this Discovery Task, ask participants to look at a current lesson plan or entry in a lesson plan book or digital planner.

Explain they are to:

1. Make note of the practices to which they are connecting in either the instructional process or in the student task/assignment, and
2. Also consider how a practice(s) may need to be more explicitly addressed in the instructional process or student task/assignment.

To conclude, participants can discuss their findings and WHY having intentional links to the practices are important for literacy and student learning.

## Accompanying Slide(s)

### Discovery Task:

For your current lesson plan or entry in a lesson plan book or digital planner:

1. Make note of the practices to which you are connecting in either the instructional process or in the student task/assignment.
2. Also consider how a practice(s) may need to be more explicitly addressed in the instructional process or student task/assignment.



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### Reflection – The WHY

- Why will it be important to have intentional instructional links to the practices?
- Why are they important in fostering literacy and student learning?



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## Facilitator Notes

End Slides for Module 1: Section C

Bring the group back together.

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Post-survey:

[Getting to Know the KAS for Reading and Writing \(Module 1\) for Teachers](#)

[Getting to Know the KAS for Reading and Writing \(Module 1\) for School/District Leaders](#)

## Accompanying Slide(s)

### Coming Up

- Section 1D: Spotlight: Unpacking Multidimensionality
- Section 1E: Spotlight: Early Literacy
- Section 1F: Additional Instructional Implications
- Section 1G: Wrap up of Module 1 & Next Steps



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Stop here if you are completing Module 1: Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices **only**.

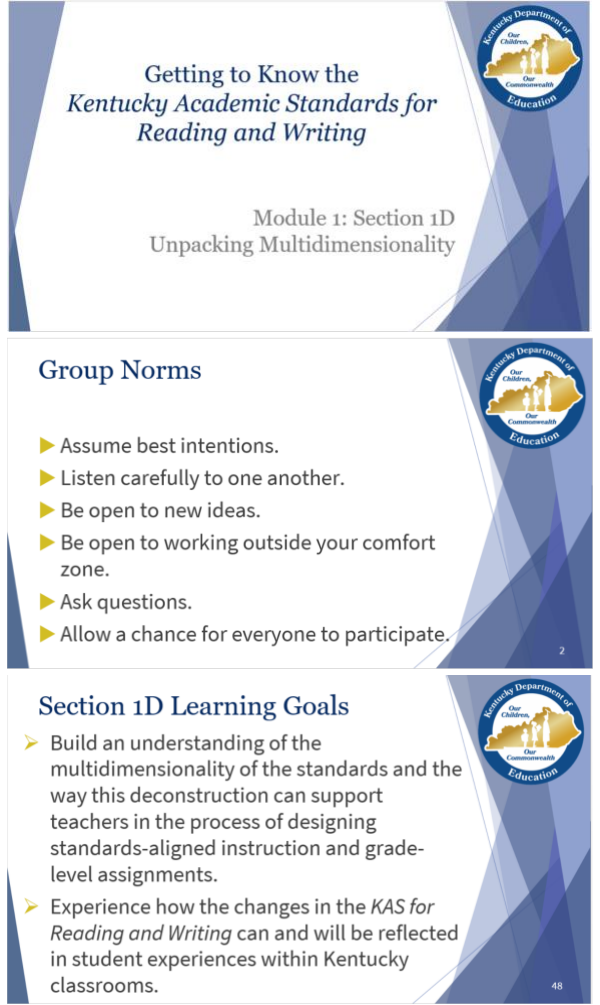
If you would like to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1D: Spotlight: Unpacking Multidimensionality.

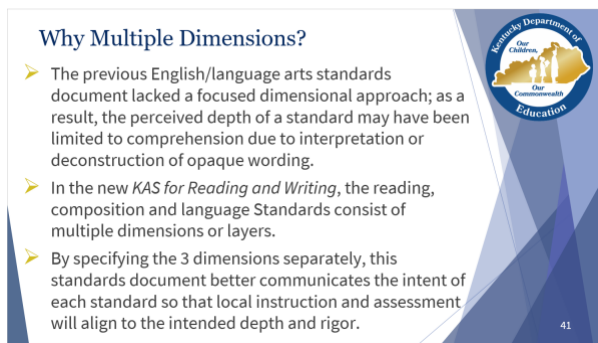
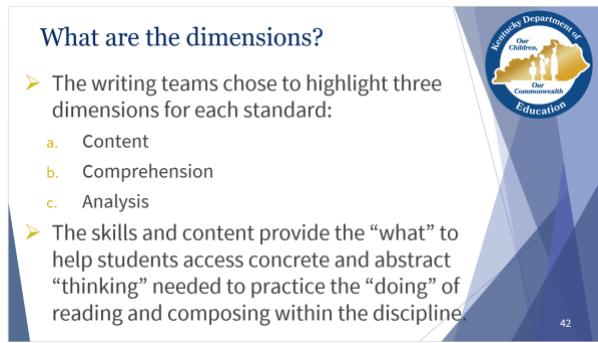
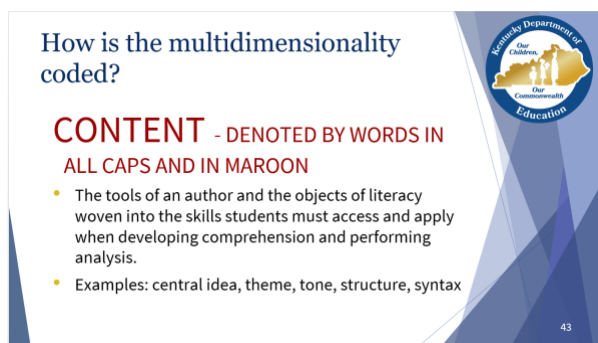


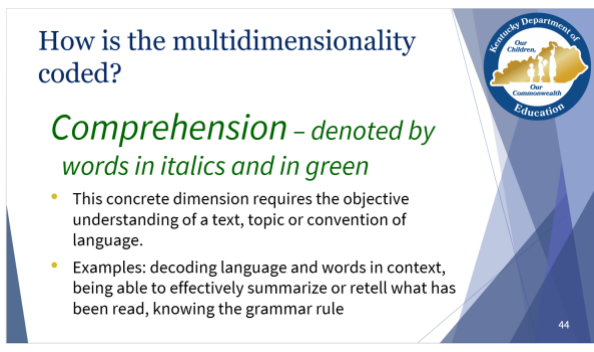
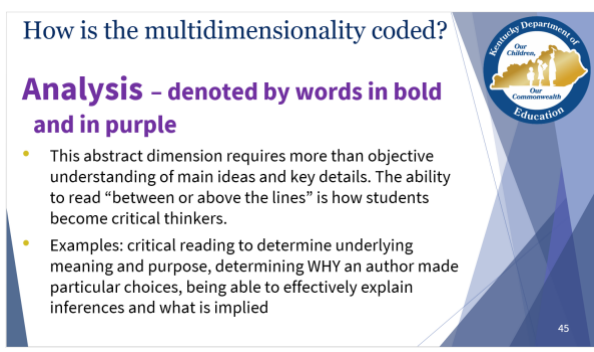
39

## Section 1D: Spotlight: Unpacking Multidimensionality

*Materials Needed:* Participants will need copies of their respective grade-level sample tasks and accompanying participant’s guide. See hyperlinks on page 33.

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 1D takes a more in-depth look at the purpose and function of the multidimensionality of the standards.</p> <p>Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. 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 a previous session, 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 those questions.” Point out the location of the parking lot for questions. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 1A.</p> <p>Move on by reading the learning goals, and then explain: The first step in understanding the purpose and function of this component is to learn why the standards writing teams wanted a multidimensional approach included in the standards document.</p>	 <p>Getting to Know the Kentucky Academic Standards for Reading and Writing</p> <p>Module 1: Section 1D Unpacking Multidimensionality</p> <p>Group Norms</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> <p>Section 1D Learning Goals</p> <ul style="list-style-type: none"><li>▶ 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.</li><li>▶ Experience how the changes in the <i>KAS for Reading and Writing</i> can and will be reflected in student experiences within Kentucky classrooms.</li></ul>

Facilitator Notes	Accompanying Slide(s)
<p>This slide explains the WHY - why the standards writing teams wanted a multidimensional approach as a component of the standards document.</p> <p>After reading the slide, explain: Public and focus group feedback indicated that the multidimensionality would be useful for deconstructing the standards and aligning instruction to the intended depth and rigor of the standard. Higher education representatives also felt it would be useful for standards work in teacher preparation programs.</p>	 <p><b>Why Multiple Dimensions?</b></p> <ul style="list-style-type: none"> <li>➤ The previous English/language arts standards document lacked a focused dimensional approach; as a result, the perceived depth of a standard may have been limited to comprehension due to interpretation or deconstruction of opaque wording.</li> <li>➤ In the new <i>KAS for Reading and Writing</i>, the reading, composition and language Standards consist of multiple dimensions or layers.</li> <li>➤ By specifying the 3 dimensions separately, this standards document better communicates the intent of each standard so that local instruction and assessment will align to the intended depth and rigor.</li> </ul> <p>41</p>
<p>This slide identifies the three dimensions: Content, Comprehension and Analysis.</p> <p>Be sure to spend some time on the second arrow; it explains how the dimensions work together in order to support and empower student thinking needed to practice the doing of reading and writing.</p>	 <p><b>What are the dimensions?</b></p> <ul style="list-style-type: none"> <li>➤ The writing teams chose to highlight three dimensions for each standard: <ul style="list-style-type: none"> <li>a. Content</li> <li>b. Comprehension</li> <li>c. Analysis</li> </ul> </li> <li>➤ The skills and content provide the “what” to help students access concrete and abstract “thinking” needed to practice the “doing” of reading and composing within the discipline.</li> </ul> <p>42</p>
<p>This slide defines the dimension of CONTENT and includes examples of the “what”. Be sure to point out that this list of examples is not comprehensive.</p> <p>Also, explain: Because content in reading and writing is often associated with specific skills that may be utilized in and applied to the reading and writing for all subject areas, the specific denotation of content in each standard is a new approach. Throughout the revision process, the teacher writers noted a common misconception that the former ELA standards are content-free and, therefore, they wanted the content to be more explicit in the multidimensionality of the new standards.</p>	 <p><b>How is the multidimensionality coded?</b></p> <p><b>CONTENT - DENOTED BY WORDS IN ALL CAPS AND IN MAROON</b></p> <ul style="list-style-type: none"> <li>• The tools of an author and the objects of literacy woven into the skills students must access and apply when developing comprehension and performing analysis.</li> <li>• Examples: central idea, theme, tone, structure, syntax</li> </ul> <p>43</p>

Facilitator Notes	Accompanying Slide(s)
<p>Central idea is an example of reading and writing content. Readers and writers must know “what” central idea is by definition before they can apply the concept to aid in comprehension and analysis. The content, by definition, doesn’t change, but the context in which the content is used changes as well as the outcome of its application. For reading and writing, the meaning of central idea doesn’t change, but the comprehension and analysis of the central idea will be applied differently depending on the text.</p>	
<p>This slide defines the dimension of <i>Comprehension</i> and includes examples of the concrete “thinking” needed to practice the “doing” of reading and composing. Again, be sure to point out that this list is not comprehensive.</p>	 <p>How is the multidimensionality coded?</p> <p><i>Comprehension</i> – denoted by words in italics and in green</p> <ul style="list-style-type: none"> <li>This concrete dimension requires the objective understanding of a text, topic or convention of language.</li> <li>Examples: decoding language and words in context, being able to effectively summarize or retell what has been read, knowing the grammar rule</li> </ul> <p>44</p>
<p>This slide defines the dimension of <b>Analysis</b> and includes examples of the abstract and inferential “thinking” needed to practice the “doing” of reading and composing. As referenced before, this is not a comprehensive list.</p>	 <p>How is the multidimensionality coded?</p> <p><b>Analysis</b> – denoted by words in bold and in purple</p> <ul style="list-style-type: none"> <li>This abstract dimension requires more than objective understanding of main ideas and key details. The ability to read “between or above the lines” is how students become critical thinkers.</li> <li>Examples: critical reading to determine underlying meaning and purpose, determining WHY an author made particular choices, being able to effectively explain inferences and what is implied</li> </ul> <p>45</p>



## Facilitator Notes

For this coded example, be sure to discuss the three dimensions - as seen in the bullets.

Ask participants: How does the coding of the dimensions help one to understand the depth and rigor of this standard?

Hopefully participants will suggest that one can use the three dimensions as a way to deconstruct the standard. In this case, the facilitator should listen for or lead discussion on how the coding of the three dimensions helps to clarify that students must be able to **determine** what the **CENTRAL IDEAS** are by reading and inferencing, not just recalling the definition of what central ideas are. Then, based on their inferences, they must **analyze the development** of those **CENTRAL IDEAS** in the text and be equipped to *use textual citation, paraphrase or summary* in order to explain and support their thinking.

Without the explicit nature of the coding, some might argue that if students know what central ideas are (by definition), can comprehend text, and craft an adequate summary, then students would be “meeting” the requirements of the standard; however, that is NOT enough to meet the depth and rigor of this standard because it only includes the dimensions of content and comprehension and leaves out the critical dimension of analysis.

Read the slide, and then explain:

The multidimensionality is meant to clarify the standard and make the depth and rigor of the standard more evident for instructional alignment.

## Accompanying Slide(s)

### Coded Example

RI.7.2 **Determine CENTRAL IDEAS** of a text and **analyze their development** through *citing textual evidence, paraphrasing or summarizing.*

- **CONTENT** - The central idea is the content embedded in the standard.
- **Comprehension** - Students must comprehend the text in order to cite, paraphrase or summarize effectively.
- **Analysis** - Students must think abstractly to determine the central ideas and analyze their development.



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### Application of Multidimensionality

- In planning and implementing instruction, one will need to know when and how to utilize the interdependence of comprehension and analysis when having students approach text so that students will develop the skills and knowledge to become independent and proficient thinkers.



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## 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:

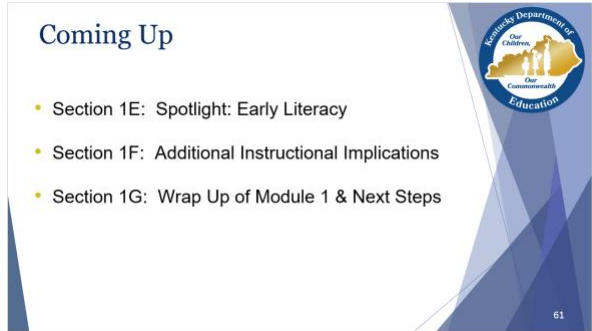
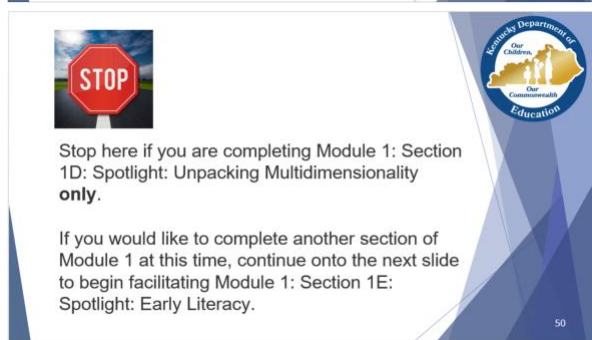
- **Grade 2**  
[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources\\_for\\_M1\\_S1D\\_Discovery\\_Task\\_Grade\\_2.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources_for_M1_S1D_Discovery_Task_Grade_2.pdf)
- **Grade 5**  
[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources\\_for\\_M1\\_S1D\\_Discovery\\_Task\\_Grade\\_5.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources_for_M1_S1D_Discovery_Task_Grade_5.pdf)
- **Grade 8**  
[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/M1\\_S1D\\_Discovery\\_Task\\_Grade\\_8.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/M1_S1D_Discovery_Task_Grade_8.pdf)
- **Grades 11-12**  
[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources\\_for\\_M1\\_S1D\\_Discovery\\_Task\\_Grades\\_11-12.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Resources_for_M1_S1D_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.

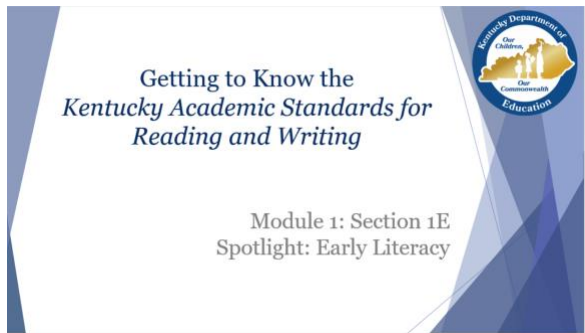


Facilitator Notes	Accompanying Slide(s)
<p><b>Critical Extension:</b> Participants should extend this learning by analyzing one of their own lesson plans for the degree of alignment. If participants felt comfortable, they could even switch lesson plans/tasks and determine the degree of alignment for a partner’s lesson or task and provide a rationale. <b>NOTE: Depending upon the time available for the session, this extension might need to be done at the next work session or as “homework” to be completed and shared at the next work session.</b></p>	
<p>End slides for Module 1: Section 1D</p> <p>Bring the group back together.</p> <p>Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.</p> <p>Post-survey:</p> <p><a href="#">Getting to Know the KAS for Reading and Writing (Module 1) for Teachers</a></p> <p><a href="#">Getting to Know the KAS for Reading and Writing (Module 1) for School/District Leaders</a></p>	<div data-bbox="1409 500 1997 829">  <p><b>Coming Up</b></p> <ul style="list-style-type: none"> <li>• Section 1E: Spotlight: Early Literacy</li> <li>• Section 1F: Additional Instructional Implications</li> <li>• Section 1G: Wrap Up of Module 1 &amp; Next Steps</li> </ul> <p>61</p> </div> <div data-bbox="1409 829 1997 1166">  <p>Stop here if you are completing Module 1: Section 1D: Spotlight: Unpacking Multidimensionality <b>only</b>.</p> <p>If you would like to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1E: Spotlight: Early Literacy.</p> <p>50</p> </div>

## Section 1E: Spotlight: Early Literacy

*Materials Needed:* For the Discovery Task, participants will need a digital or hard copy of the *Kentucky Academic Standards for ELA* as well as a digital or hard copy of the new *KAS for Reading and Writing*. They will also need access to the [Word document](#), hyperlinked here and again on page 42. See Facilitator Notes that recommend placing this document in a shareable drive.

**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. 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 progress to Reading Informational Text, Composition, and Language as time permits. If utilizing for grades 6-8 or 9-12, be sure participants notice RL.6 and RI.6, especially in grades 6-8, and the shift in composing narrative, which begins in grade 8 and impacts 9-12. Specific texts and references to time periods have also been removed in order to allow for local control of course curriculum.

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 1E spotlights the importance of and instructional implications for the reading and writing standards for kindergarten - grade 3. Some portions, however, will discuss the K-5 elementary standards as a whole.</p> <p>Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. 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 a previous session, you will need to update this slide for their initial reading of the norms.</b></p>	

## Facilitator Notes

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 those questions.” Point out the location of the parking lot for questions. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 1A.

Move on by explaining: There are three essential questions for this module that will not be completely answered today but will be a starting point for your examination of the new standards.

Note the questions on the slide:

How will the changes to the K-3 standards impact instruction?

How will those changes be experienced by students?

How will grades 4-5 be impacted by the changes to the K-3 progressions?

## Accompanying Slide(s)

### Group Norms

- ▶ Assume best intentions.
- ▶ Listen carefully to one another.
- ▶ Be open to new ideas.
- ▶ Be open to working outside your comfort zone.
- ▶ Ask questions.
- ▶ Allow a chance for everyone to participate.



### Section 1E Essential Questions

1. How will the changes to the K-3 standards impact instruction?
2. How will those changes be experienced by students?
3. How will grades 4-5 be impacted by the changes to the K-3 progressions?



Begin by reviewing important overall information about the K-5 reading and writing standards. See slide.

### Reading and Writing K-5 Standards

- The K-5 Kentucky Academic Standards for Reading and Writing include expectations for:
  - Reading Foundational Skills applicable across disciplines,
  - Reading Literature and Reading Informational Text, and
  - Handwriting, Composition and Language.
- The revisions to the K-5 standards align with and build upon the early childhood standards, providing a developmentally appropriate progression as students transition from preschool to kindergarten.



## Facilitator Notes

Explain: Senate Bill 1 (2017) required that standard revision focus on critical knowledge, skills and capacities needed for success, result in more in-depth standards to facilitate mastery learning, and ensure alignment from elementary to high school. The writing teams composed of experienced K-5 classroom teachers and university experts, one of whom is nationally known for her work in early literacy, felt rigorous grade-level expectations are essential to fostering student success and reducing the achievement gap.

Guide participants through the bulleted information on this slide.

Explain: Change can be uncomfortable, and we will have to make instructional shifts, but the revisions to the Early Literacy standards were aligned to current evidence-based research, the need for developmentally appropriate progressions, and the goal of student success.

This slide provides three specific explanations of why the changes to the standards are important.

Explain: Now that we have processed more about the purpose and function of the revisions to the Early Literacy standards, we are going to put a spotlight on some specific changes within each strand. This is meant to be an overview; you will have more time to investigate the revisions for specific grade levels **after we process the trends**. You may want to jot down your initial thoughts and/or questions as we move through the overview; your notes could provide support when you begin examining the specific grade-level standards today.

This slide denotes the six Early Literacy strands.

## Accompanying Slide(s)

### Rigorous Grade-Level Expectations

- ▶ The standards articulate rigorous grade-level expectations essential to developing a strong infrastructure of essential early literacy skills.
- ▶ The reading literature and informational text strands have **increased rigor with analysis**.
  - For example, kindergarten standards include making inferences to construct meaning rather than waiting until third grade as in the previous standards document.
- ▶ Multiple standards and practices focus on the **development of schema and building content knowledge**.
- ▶ Standard 10 addresses the need to teach **comprehension strategies** beginning in kindergarten and continuing through grade 12 because of their importance in aiding comprehension and analysis.



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### Importance of the Standards Revision

- ▶ Changes to Early Literacy standards provide intentional opportunities for students' critical thinking skills to begin developing much sooner than before.
- ▶ The changes also promote the activation of those critical thinking skills as students learn to process the meaning of texts through comprehension and analysis in early primary.
- ▶ The ultimate goal is to build a foundation that will equip students with the skills and knowledge critical to being successful in later years and, ultimately, in the transition after high school.



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### Spotlight on Revised Standards for Early Literacy

#### Early Literacy Strands:

- ▶ Reading Standards for Foundational Skills
- ▶ Reading Standards for Literature
- ▶ Reading Standards for Informational Text
- ▶ Handwriting Standards
- ▶ Composition Standards
- ▶ Language Standards



1

## Facilitator Notes

Explain: We will begin with some critical information about the Reading Foundational Skills.

There are four components of the Reading Foundational (RF) Skills identified as strand categories. The components/categories are RF.1 Print Concepts, RF.2 Phonological Awareness, RF.3 Phonics and Word Recognition and RF.4 Fluency. Print Concepts and Phonological Awareness are kindergarten and first grade standards while Phonics and Word Recognition and Fluency begin in kindergarten and continue through grade five. Though some strand categories are not formally included in all grade levels, it is imperative teachers understand the progression of the foundational skills in order to meet the needs of all learners.

For Print Concepts, explain: At the beginning of the standards for print concepts, the addition of the phrase “to aid in comprehension” has been added to draw attention to the importance of learning about the organization and basic features of print for the purpose of understanding text.

For Phonological Awareness, explain: The standards writers combined some standards and removed some language. Doing so reflects the requirements of Senate Bill 1 (2017) to revise the ELA standards to result in fewer, but more in-depth standards and to communicate expectations more concisely. It is critical teachers of early learners examine closely all of the revised standards, but they should be reminded phonological awareness is the best predictor of early reading and, thus, students must have ongoing, purposeful practice with the standards for phonological awareness. Formative assessment of these standards may help identify students who need additional support or enrichment.

## Accompanying Slide(s)

### Spotlight on Revised Standards for Early Literacy

Reading Foundational (RF) Skills		
Standard	Strand Category	Focus Grades
RF Standard 1	Print Concepts	K-1
RF Standard 2	Phonological Awareness	K-1
RF Standard 3	Phonics and Word Recognition	K-5
RF Standard 4	Fluency	K-5

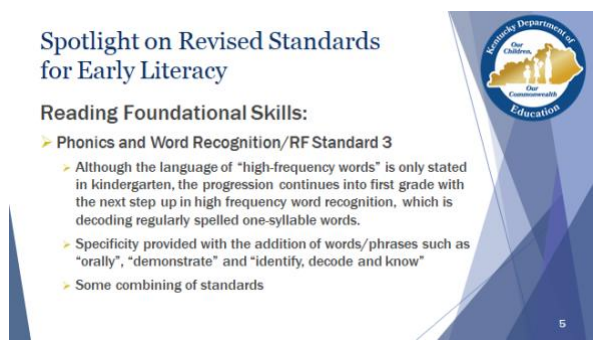
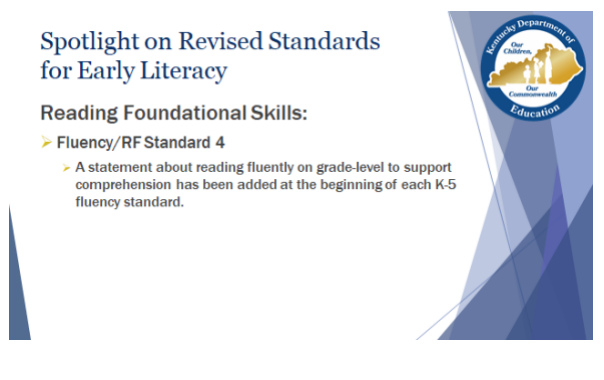
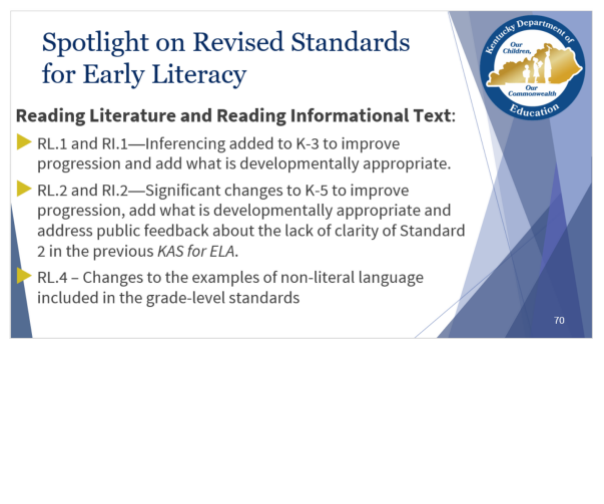


### Spotlight on Revised Standards for Early Literacy

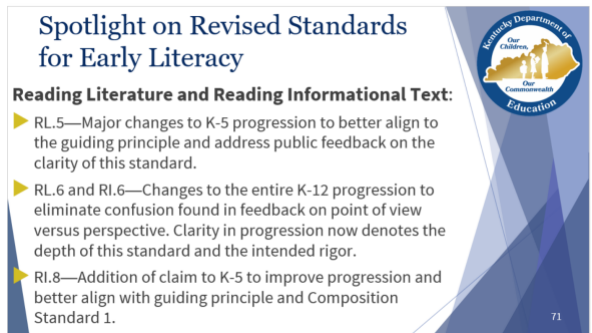
#### Reading Foundational Skills:

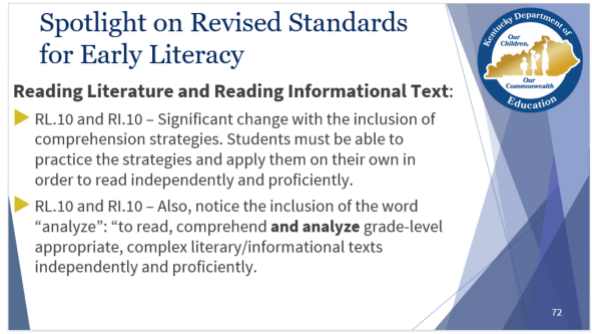
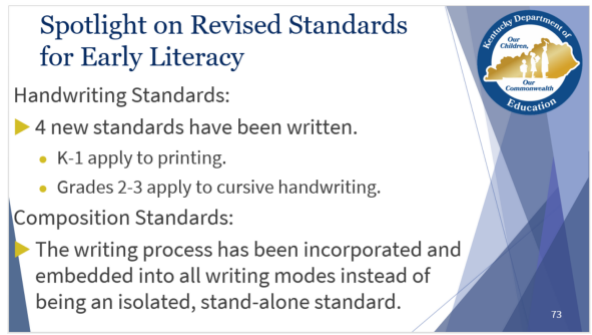
- ▶ Print Concepts/Standard 1
  - Addition of phrase “to aid in comprehension”
- ▶ Phonological Awareness/RF Standard 2
  - Some combining of standards
  - Best predictor of early reading



Facilitator Notes	Accompanying Slide(s)
<p>For Phonics and Word Recognition, explain: The revisions to the phonics and word recognition standards promote the necessity for systematic phonics instruction. For instance, the progression from high-frequency words to decoding regularly spelled one-syllable words is intentional. The specific language added to or replacing other language in some standards also supports learning phonics in a systematic manner.</p>	 <p><b>Spotlight on Revised Standards for Early Literacy</b></p> <p><b>Reading Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Phonics and Word Recognition/RF Standard 3 <ul style="list-style-type: none"> <li>➤ Although the language of “high-frequency words” is only stated in kindergarten, the progression continues into first grade with the next step up in high frequency word recognition, which is decoding regularly spelled one-syllable words.</li> <li>➤ Specificity provided with the addition of words/phrases such as “orally”, “demonstrate” and “identify, decode and know”</li> <li>➤ Some combining of standards</li> </ul> </li> </ul>
<p>For Fluency Strand, explain: At the beginning of each fluency standard for grades k-5, fluency is defined as accuracy, speed and prosody. Reading fluently on grade-level to support comprehension is an expectation; however, it is important to recognize fluency IS included in the kindergarten foundational skills standards, but print concepts, phonological awareness, and phonics and word recognition should be the combined focus in kindergarten. Fluency comes into play by the middle to end of first grade and is a strong focus in second grade and beyond.</p>	 <p><b>Spotlight on Revised Standards for Early Literacy</b></p> <p><b>Reading Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Fluency/RF Standard 4 <ul style="list-style-type: none"> <li>➤ A statement about reading fluently on grade-level to support comprehension has been added at the beginning of each K-5 fluency standard.</li> </ul> </li> </ul>
<p>Explain: Several significant revisions have been made to the reading strands.</p> <p>For RL.1 &amp; RI.1, explain: Exposing students to developmentally appropriate inferencing beginning in kindergarten provides rigor and prepares early readers for the demands of later standards, which is intended to equip students for success in the early years as well as for future reading success.</p> <p>For RL.2 &amp; RI.2, explain: Previously, there was confusion as to the intended goal of standard 2. Were students supposed to focus on determining themes/central ideas and their development <b>or</b> summarizing the key supporting details and ideas of a text? To clarify, the teacher writers wrote the new standard 2 progression to have students, by the end of twelfth grade, determine</p>	 <p><b>Spotlight on Revised Standards for Early Literacy</b></p> <p><b>Reading Literature and Reading Informational Text:</b></p> <ul style="list-style-type: none"> <li>➤ RL.1 and RI.1—Inferencing added to K-3 to improve progression and add what is developmentally appropriate.</li> <li>➤ RL.2 and RI.2—Significant changes to K-5 to improve progression, add what is developmentally appropriate and address public feedback about the lack of clarity of Standard 2 in the previous <i>KAS for ELA</i>.</li> <li>➤ RL.4 – Changes to the examples of non-literary language included in the grade-level standards</li> </ul>



Facilitator Notes	Accompanying Slide(s)
<p>themes/central ideas of a text and analyze their development, citing specific textual evidence (summary, paraphrase and direct quotations) to support their conclusions. This shift, then, keeps the focus on analyzing themes/central ideas and their development over the course of the text.</p> <p>For RL.4, explain: In the Reading Literature Standard 4, teachers will want to notice the addition of the language “including but not limited to” to the examples provided in second grade. In third grade, an “including but not limited to” list of non-literal literary devices is provided, which is new. Also worth noticing in the early grades is the emphasis on meaning. The standard 4 progression requires students to first use specific words and phrases in a text to construct meaning and then to analyze how they shape meaning.</p> <p><b>NOTE: While some group discussion may be appropriate during this overview, it may be necessary to remind participants to jot their thinking and questions down, and save them for the discovery task portion of this module.</b></p>	
<p>For RL.5, explain: This standard includes the language of “structure of texts” as it is used in the guiding principle for Standard 5. Teachers will notice the use of “structure” in Standard 5 beginning in kindergarten and continuing on in the progression through grade 12 for stronger vertical alignment.</p> <p>For RL.6 and RI.6, explain: This standard addresses the importance of understanding perspectives (author/character/narrator/speaker/reader) and how various perspectives shape meaning and content in a text. Laying the foundation for understanding perspectives is the focus of this standard in kindergarten through third grade. While it is important for students to know, compare and understand the effect of first and third person points of view (RL.4.6), students must be able to do more than know and apply the definition of point of view when reading. The intentional progression of this standard is critical in helping students construct meaning from a</p>	 <p><b>Spotlight on Revised Standards for Early Literacy</b></p> <p><b>Reading Literature and Reading Informational Text:</b></p> <ul style="list-style-type: none"> <li>▶ RL.5—Major changes to K-5 progression to better align to the guiding principle and address public feedback on the clarity of this standard.</li> <li>▶ RL.6 and RI.6—Changes to the entire K-12 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.</li> <li>▶ RI.8—Addition of claim to K-5 to improve progression and better align with guiding principle and Composition Standard 1.</li> </ul> <p><small>71</small></p>

Facilitator Notes	Accompanying Slide(s)
<p>text. By the end of twelfth grade, students must be able to analyze how point of view, perspective and purpose shape the content and style of a text.</p> <p>For RI.8, explain: This standard includes the language of “claim” as it is used in the guiding principle for Standard 8. Teachers will notice the use of “claim” in Standard 8 beginning in kindergarten and continuing on in the progression through grade 12 for stronger vertical alignment.</p>	
<p>For RL.10 and RI.10, explain: The use of comprehension strategies, with prompting and support, has been added to Standard 10 beginning in kindergarten. Using comprehension strategies as a tool to read, comprehend and analyze independently and proficiently begins in second grade and continues through twelfth grade.</p>	 <p><b>Spotlight on Revised Standards for Early Literacy</b></p> <p><b>Reading Literature and Reading Informational Text:</b></p> <ul style="list-style-type: none"> <li>▶ RL.10 and RI.10 – Significant change with the inclusion of comprehension strategies. Students must be able to practice the strategies and apply them on their own in order to read independently and proficiently.</li> <li>▶ RL.10 and RI.10 – Also, notice the inclusion of the word “analyze”: “to read, comprehend <b>and analyze</b> grade-level appropriate, complex literary/informational texts independently and proficiently.</li> </ul> <p>72</p>
<p>Explain: While there are four new handwriting standards, the Composition strand now has 7 standards instead of 10; Language has been condensed and clarified to five standards.</p>	 <p><b>Spotlight on Revised Standards for Early Literacy</b></p> <p><b>Handwriting Standards:</b></p> <ul style="list-style-type: none"> <li>▶ 4 new standards have been written. <ul style="list-style-type: none"> <li>• K-1 apply to printing.</li> <li>• Grades 2-3 apply to cursive handwriting.</li> </ul> </li> </ul> <p><b>Composition Standards:</b></p> <ul style="list-style-type: none"> <li>▶ The writing process has been incorporated and embedded into all writing modes instead of being an isolated, stand-alone standard.</li> </ul> <p>73</p>

## 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.



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### Grade 2 Comparison Example

*KAS for ELA*

- ▶ **RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ▶ **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

*KAS for Reading and Writing*

- ▶ **RL.2.2:** Identify **implicit** and **explicit information from a summary to determine the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL**, including but not limited to **FABLES AND FOLKTALES FROM DIVERSE CULTURES**.
- ▶ **RL.2.5:** Describe how parts of the text contribute to the overall **STRUCTURE OF POEMS, STORIES AND DRAMAS**, including but not limited to **LINEAR, NONLINEAR AND CIRCULAR STRUCTURES**.



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Facilitator Notes	Accompanying Slide(s)
<ul style="list-style-type: none"> <li>○ Participants might discuss that students could first work from a summary that is already written. Eventually, students might select from a list of teacher-generated or classroom-generated key ideas and details from the text that best summarize the text. With support, students might also craft a summary using a combination of implicit and explicit key ideas and details from the text. Thus, the practice of identifying implicit and explicit information from a summary is used to support student analysis of the message, lesson and/or moral in the text.</li> <li>● <b>What actions will I take knowing the expectations of the new standards?</b> <ul style="list-style-type: none"> <li>○ Participants might say they will: Find grade-appropriate complex text, including, but not limited to, fables and folktales from diverse cultures. Consider the appropriate scaffolding of instruction needed for students in terms of the identification of implicit and explicit information. Generate/gather summaries for the selected texts and plan for releasing that work to students overtime. Create/gather/review resources for teaching the content of theme, building from the K-1 progression of standard 2. Identify gaps in the curriculum and make a plan to address the gaps.</li> </ul> </li> </ul> <p><b>Critical Extension:</b> Participants should extend this learning by continuing their investigation of the remaining strands. <b>Depending upon the time available for the session, this extension might need to be done over the course of one or more additional work sessions. This sort of investigation and application is best conducted as a group so that participants can think critically and brainstorm together. They should feel supported in this new learning and in the planning for the instructional implications.</b></p>	

## Facilitator Notes

To conclude, allow participants to reflect on their initial investigation of the grade-level standards. Provide time for discussion and the posting of parking lot questions.

**NOTE: Based on available time and/or the needs of the group, you may need to limit the number of questions here or add to them to personalize the reflection.**

## Accompanying Slide(s)

### Reflection

- ▶ What did you notice in your initial comparisons?
- ▶ How will the revisions benefit students?
- ▶ What are some instructional implications of the standards revisions? In other words, how will the new standards impact instruction and student learning experiences?
- ▶ What questions do you have?



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End slides for Module 1: Section 1E

Bring the group back together.

Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.

Post-survey:

[Getting to Know the KAS for Reading and Writing \(Module 1\) for Teachers](#)

[Getting to Know the KAS for Reading and Writing \(Module 1\) for School/District Leaders](#)

### Coming Up

- Section 1F: Additional Instructional Implications
- Section 1G: Wrap up of Module 1 & Next Steps



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Stop here if you are completing Module 1: Section 1E: Spotlight: Early Literacy **only**.


If you would like to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1F: Additional Instructional Implications.

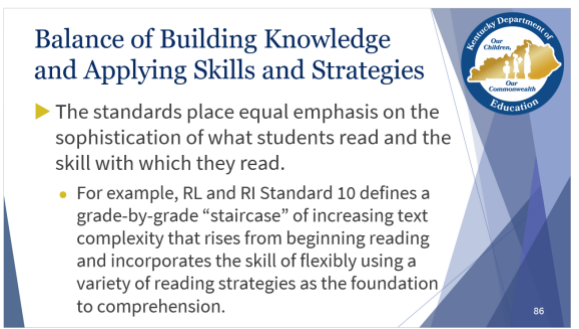
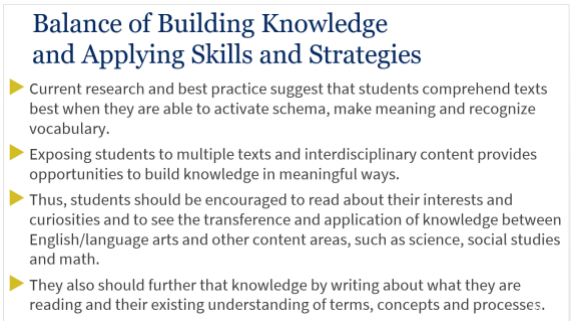


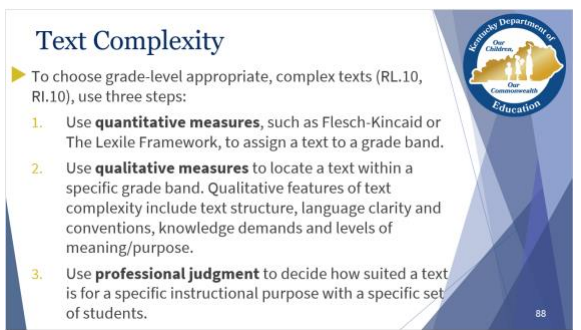
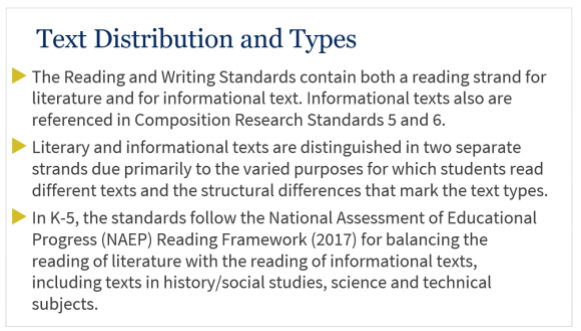
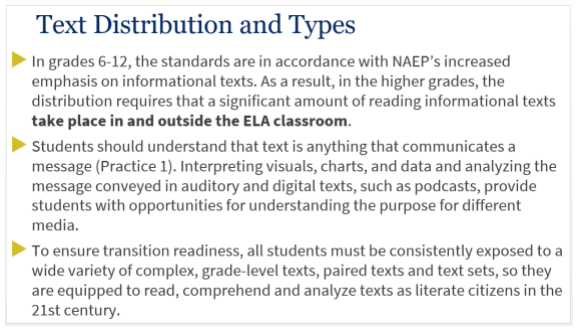
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## Section 1F: Additional Instructional Implications

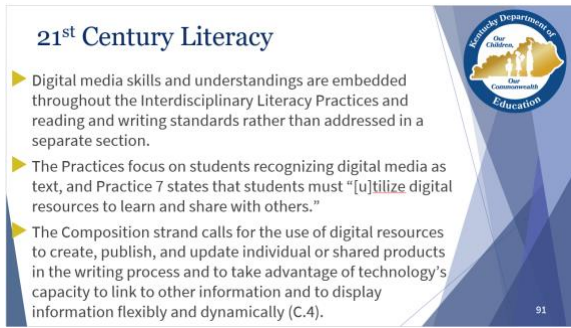
*Materials Needed:* In light of the Reflection questions, you may choose to share the slides with the participants. You will also want to capture the group reflection in some capacity, such as on poster paper or in a Google document.

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 1F presents an overview of additional instructional implications that may need to be addressed at the district, school and/or team/department level.</p> <p>Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. 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 a previous session, 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 those questions.” Point out the location of the parking lot for questions. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 1A.</p> <p>Move on by explaining: There is one main goal for this section of Module 1. (Read the goal on the slide.) As we process the information today, think about the supports you may need during the implementation process in order to address the instructional implications mentioned.</p>	 <p>Getting to Know the Kentucky Academic Standards for Reading and Writing</p> <p>Module 1: Section 1F Additional Instructional Implications</p> <p>Group Norms</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> <p>Section 1F Learning Goal</p> <ul style="list-style-type: none"><li>▶ Consider additional instructional concerns for which planning, collaboration time, and professional learning opportunities may be needed in the implementation process for the new <i>KAS for Reading and Writing</i>.</li></ul>

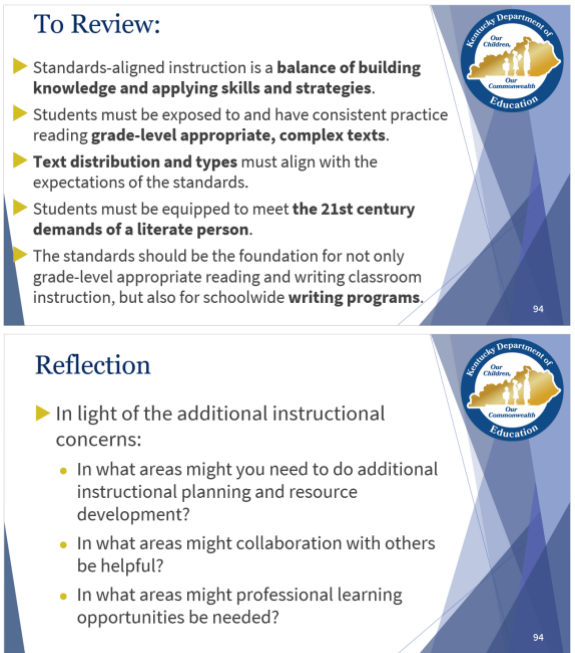

Facilitator Notes	Accompanying Slide(s)
<p>Explain: The first implication is that the standards for reading and writing are a balance of building knowledge and applying skills and strategies.</p> <p>Read the slide, and explain: For this example, the progression of standard 10 emphasizes that students must read increasingly sophisticated grade-level appropriate complex text, but the standard also emphasizes that students must also be taught comprehension strategies so that they may flexibly apply those strategies as they read independently.</p>	 <p><b>Balance of Building Knowledge and Applying Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>▶ The standards place equal emphasis on the sophistication of what students read and the skill with which they read. <ul style="list-style-type: none"> <li>• For example, RL and RI Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading and incorporates the skill of flexibly using a variety of reading strategies as the foundation to comprehension.</li> </ul> </li> </ul>
<p>Read this slide, and explain that the Guiding Principle for Reading Literature and Reading Informational Text Standard 9 reads, “Students will analyze how two or more texts address similar themes or topics in order to <b>build knowledge</b> or to compare the approaches the authors take.”</p> <p>Also explain that RI.3 focuses on using interdisciplinary content to <b>build and apply knowledge</b> in meaningful ways. The Guiding Principle for and progression of Reading Informational Text Standard 7 combines knowledge and skill as students “integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.”</p> <p>Interdisciplinary Literacy Practices 2, 3 and 8 also highlight the need for student learning experiences that build knowledge and allow for the application of interdisciplinary and discipline-specific skills, strategies and critical thinking.</p> <ul style="list-style-type: none"> <li>● Practice 2 - Employ, develop and refine schema to understand and create text.</li> <li>● Practice 3 - View literacy experiences as transactional, interdisciplinary and transformational.</li> <li>● Practice 8 - Engage in specialized, discipline-specific literacy practices.</li> </ul>	 <p><b>Balance of Building Knowledge and Applying Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>▶ Current research and best practice suggest that students comprehend texts best when they are able to activate schema, make meaning and recognize vocabulary.</li> <li>▶ Exposing students to multiple texts and interdisciplinary content provides opportunities to build knowledge in meaningful ways.</li> <li>▶ Thus, students should be encouraged to read about their interests and curiosities and to see the transference and application of knowledge between English/language arts and other content areas, such as science, social studies and math.</li> <li>▶ They also should further that knowledge by writing about what they are reading and their existing understanding of terms, concepts and processes.</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p>Explain: An additional instructional implication of the new <i>KAS for Reading and Writing</i> is that all students must be exposed to and have consistent practice reading grade-level appropriate, complex texts.</p> <p>Continue by explaining: The <i>KAS</i> document no longer contains an Appendix A that details the selection of complex tests. This slide provides three common steps for determining grade-level appropriate text complexity. (Read the slide.)</p> <p>Add: There are helpful online Text Complexity Toolkits that provide viewable and downloadable documents for evaluating texts and their complexity, using quantitative and qualitative measures. A future <i>KAS for Reading and Writing</i> Standards Module will also focus on determining and evaluating text complexity.</p>	 <p><b>Text Complexity</b></p> <ul style="list-style-type: none"> <li>▶ To choose grade-level appropriate, complex texts (RL.10, RI.10), use three steps:       <ol style="list-style-type: none"> <li>1. Use <b>quantitative measures</b>, such as Flesch-Kincaid or The Lexile Framework, to assign a text to a grade band.</li> <li>2. Use <b>qualitative measures</b> to locate a text within a specific grade band. Qualitative features of text complexity include text structure, language clarity and conventions, knowledge demands and levels of meaning/purpose.</li> <li>3. Use <b>professional judgment</b> to decide how suited a text is for a specific instructional purpose with a specific set of students.</li> </ol> </li> </ul>
<p>Explain: Next, we will consider the instructional implications for text distribution and types.</p> <p>Read the slide.</p>	 <p><b>Text Distribution and Types</b></p> <ul style="list-style-type: none"> <li>▶ The Reading and Writing Standards contain both a reading strand for literature and for informational text. Informational texts also are referenced in Composition Research Standards 5 and 6.</li> <li>▶ Literary and informational texts are distinguished in two separate strands due primarily to the varied purposes for which students read different texts and the structural differences that mark the text types.</li> <li>▶ In K-5, the standards follow the National Assessment of Educational Progress (NAEP) Reading Framework (2017) for balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science and technical subjects.</li> </ul>
<p>Continue to the next slide.</p> <p>If needed, remind participants that the NAEP recommended breakdown for middle school is 45% literary and 55% informational. For high school, the recommended distribution is 30% literary and 70% informational. Again, as noted on the slide, this distribution of texts is meant to be reflected of the reading done both in and outside the ELA classroom. English teachers are not the sole teachers of reading. Thus, it is still very important for literary texts to be taught in combination</p>	 <p><b>Text Distribution and Types</b></p> <ul style="list-style-type: none"> <li>▶ In grades 6-12, the standards are in accordance with NAEP's increased emphasis on informational texts. As a result, in the higher grades, the distribution requires that a significant amount of reading informational texts <b>take place in and outside the ELA classroom.</b></li> <li>▶ Students should understand that text is anything that communicates a message (Practice 1). Interpreting visuals, charts, and data and analyzing the message conveyed in auditory and digital texts, such as podcasts, provide students with opportunities for understanding the purpose for different media.</li> <li>▶ To ensure transition readiness, all students must be consistently exposed to a wide variety of complex, grade-level texts, paired texts and text sets, so they are equipped to read, comprehend and analyze texts as literate citizens in the 21st century.</li> </ul>



Facilitator Notes	Accompanying Slide(s)
<p>with informational texts in English classrooms as the other content areas will be less likely to use literary texts.</p> <p>Similarly, English teachers must not assume that teaching students to read charts and data is the sole responsibility of other content area teachers. Students must learn that text is anything that communicates a message and be exposed to a wide range of print and non-print texts.</p> <p>After reading the third bullet, explain: Because students do not have one level at which they read and should not be restricted to only reading at a certain level, they must be exposed to a wide variety of grade-level complex texts and given consistent opportunities to practice reading, comprehending and analyzing grade-level complex texts.</p>	
<p>Explain: The National Council of Teachers of English takes the position that “because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies.” The NCTE defines an “active, successful participant” in the 21st century global society as one who is able to “develop proficiency and fluency with the tools of technology; build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought; design and share information for global communities to meet a variety of purposes; manage, analyze, and synthesize multiple streams of simultaneous information; create, critique, analyze, and evaluate multimedia texts; and attend to ethical responsibilities required by these complex environments.”</p> <p>“The NCTE Definition of 21st Century Literacies.” <i>Position Statements</i>, Feb. 2013, <a href="http://www.ncte.org/">www.ncte.org/</a>.</p> <p>Continue by saying, “Thus, the third instructional implication of the new Reading and Writing Standards is this need to empower students to meet these 21st century demands.” Begin reading slide.</p>	 <p><b>21<sup>st</sup> Century Literacy</b></p> <ul style="list-style-type: none"> <li>▶ Digital media skills and understandings are embedded throughout the Interdisciplinary Literacy Practices and reading and writing standards rather than addressed in a separate section.</li> <li>▶ The Practices focus on students recognizing digital media as text, and Practice 7 states that students must “[u]tilize digital resources to learn and share with others.”</li> <li>▶ The Composition strand calls for the use of digital resources to create, publish, and update individual or shared products in the writing process and to take advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (C.4).</li> </ul> <p>Kentucky Department of Education Our Children. Our Commonwealth. Education</p> <p>91</p>

Facilitator Notes	Accompanying Slide(s)
<p>Read the slide, and then explain: Collectively, these information, media and technology skills are becoming more and more critical for transition readiness and work and life success. Thus, students must have multiple opportunities to practice and apply those skills.</p>	<p><b>21<sup>st</sup> Century Literacy</b></p> <ul style="list-style-type: none"> <li>▶ Research standard C.5 requires students to participate in shared research and writing projects and to conduct research projects, drawing on several sources and, by grade 9, synthesizing multiple sources on the subject to demonstrate understanding.</li> <li>▶ In the progression of Research standard C.6, students are expected to gather relevant information from multiple authoritative print and digital sources, assess the credibility and accuracy of each source, and integrate information from the texts, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>▶ The demands of the research standards require broader instruction on digital media skills, understandings and responsibilities.</li> </ul>
<p>Move on by explaining: Lastly, we will discuss Writing Program Considerations. Within the Composition standards, students may use a combination of print, non-print and digital resources to compose a variety of argumentative, informative/explanatory, narrative and research products. Students must gather, evaluate, synthesize and cite sources in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience. Beginning at grade 8, students will use narratives strategically in other modes of writing. Overall, emphasis should be placed on text-based and evidence-based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through instruction aligned to the standards and the interdisciplinary literacy practices, teachers will provide students with multiple opportunities to employ the writing process for various purposes and audiences in order to support students as they become effective, independent communicators.</p>	<p><b>Writing Program Considerations</b></p> <ul style="list-style-type: none"> <li>▶ Effective writing programs encompass both writing to learn and writing to demonstrate learning.</li> <li>▶ Students should be writing about or in response to text everyday.</li> <li>▶ Students should have multiple opportunities to develop complex communication skills for a variety of purposes. Isolated “stop and drop” On-Demand practice does not account for multiple opportunities for a variety of purposes.</li> </ul>

Facilitator Notes	Accompanying Slide(s)
<p>Explain: “Now, I want to provide time for you to reflect on the additional instructional implications of the <i>KAS for Reading and Writing</i>.” Review the instructional implications of the new standards. (See slide.)</p> <p>Move onto the next slide. Read the slide, and then ask participants to take notes on the reflection questions and to be prepared to discuss these with the group.</p> <p><b>NOTE:</b> You might also consider giving the participants access to the slides so they can be reminded of the bulleted points on each slide.</p> <p>During the discussion, you will want to capture their thinking in some capacity, such as on poster paper or in a Google document. The group reflection will be helpful as you move into the last section of Module 1, Section G, where the group will consider next steps in the implementation process.</p>	 <p><b>To Review:</b></p> <ul style="list-style-type: none"> <li>▶ Standards-aligned instruction is a <b>balance of building knowledge and applying skills and strategies</b>.</li> <li>▶ Students must be exposed to and have consistent practice reading <b>grade-level appropriate, complex texts</b>.</li> <li>▶ <b>Text distribution and types</b> must align with the expectations of the standards.</li> <li>▶ Students must be equipped to meet the <b>21st century demands of a literate person</b>.</li> <li>▶ The standards should be the foundation for not only grade-level appropriate reading and writing classroom instruction, but also for schoolwide <b>writing programs</b>.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>▶ In light of the additional instructional concerns: <ul style="list-style-type: none"> <li>• In what areas might you need to do additional instructional planning and resource development?</li> <li>• In what areas might collaboration with others be helpful?</li> <li>• In what areas might professional learning opportunities be needed?</li> </ul> </li> </ul>
<p>End slides for Module 1: Section 1F</p> <p>Bring the group back together.</p> <p>Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.</p>	 <p><b>Coming Up</b></p> <ul style="list-style-type: none"> <li>• Section 1G: Wrap up of Module 1 &amp; Next Steps</li> </ul>

## Facilitator Notes

Post-survey:

[Getting to Know the KAS for Reading and Writing \(Module 1\) for Teachers](#)  
[Getting to Know the KAS for Reading and Writing \(Module 1\) for School/  
District Leaders](#)

## Accompanying Slide(s)



Stop here if you are completing Module 1: Section 1F: Additional Instructional Implications **only**.

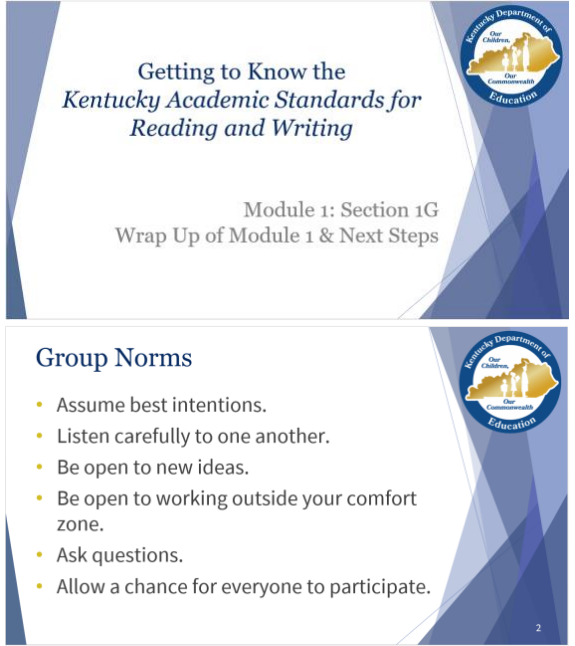
If you would like to complete another section of Module 1 at this time, continue onto the next slide to begin facilitating Module 1: Section 1G: Wrap Up of Module 1 & Next Steps.




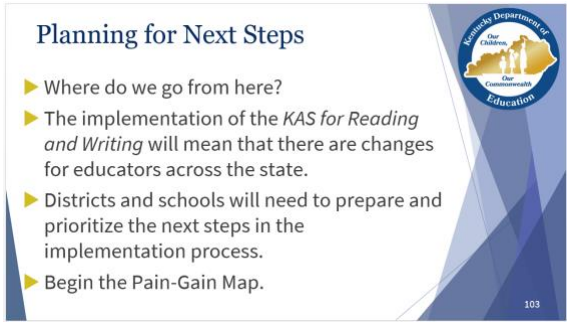
96

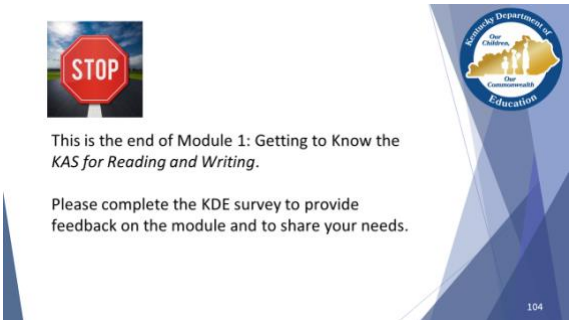
## Section 1G: Wrap up of Module 1 & Next Steps

*Materials Needed:* Participants will need a digital or hard copy of their respective *Participant’s Guide: Thinking Back to Plan for the Future*. There is a participant’s guide for teachers, school leaders, and district leaders. See hyperlinks on page 55. Participants will also need a device on which to take the survey hyperlinked at the end of the session. See page 55.

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 1G focuses on a wrap up of Module 1 and provides time for determining next steps for professional learning.</p> <p>Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. 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 a previous session, 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 those questions.” Point out the location of the parking lot for questions. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 1A.</p>	 <p>Getting to Know the <i>Kentucky Academic Standards for Reading and Writing</i></p> <p>Module 1: Section 1G Wrap Up of Module 1 &amp; Next Steps</p> <p>Group Norms</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	Accompanying Slide(s)
<p>Move on by explaining: Before we take some time today to consider our next steps, we are going to revisit the overall goals for Module 1. Read the slide.</p>	<p><b>Module 1 Goals:</b></p> <ul style="list-style-type: none"> <li>▶ Build a shared understanding of the KAS for Reading and Writing document.</li> <li>▶ 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.</li> <li>▶ Experience how the changes in the KAS for Reading and Writing can and will be reflected in student experiences within Kentucky classrooms.</li> <li>▶ 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.</li> </ul>
<p>Explain: The seven sessions were designed to meet the four goals of Module 1 and to support teachers, school leaders and district/state leaders in transitioning to and implementing the new <i>KAS for Reading and Writing</i>.</p>	<p><b>Module Wrap Up</b></p> <ul style="list-style-type: none"> <li>▶ Module 1: Getting to Know the <i>Kentucky Academic Standards (KAS) for Reading and Writing</i> <ul style="list-style-type: none"> <li>• Section 1A: Revision Process Overview</li> <li>• Section 1B: Understanding the Architecture</li> <li>• Section 1C: Deeper Dive into the Interdisciplinary Literacy Practices</li> <li>• Section 1D: Spotlight: Unpacking Multidimensionality</li> <li>• Section 1E: Spotlight: Early Literacy</li> <li>• Section 1F: Additional Instructional Implications</li> <li>• Section 1G: Wrap up of Module 1 &amp; Next Steps</li> </ul> </li> <li>▶ These sessions are intended to support the successful transition to and implementation of the <i>Kentucky Academic Standards (KAS) for Reading and Writing</i> in classrooms across the state.</li> </ul>
<p>Explain: In light of the purpose and function of Module 1, I want you to consider the following questions. (Read slide.) Take 5 minutes to reflect individually, and take notes you will be willing to share with a partner.</p> <p>After 5 minutes, ask participants to find a partner. Identify who should begin (person with the longest hair, person who is the tallest, person whose name comes first alphabetically, etc.). Partner A should answer question 1 while Partner B listens. Then Partner B shares answer 1 while Partner A listens. Partners should continue taking turns answering the questions until both have shared their responses for all three questions. Use a countdown timer to give them 2 minutes to get through the questions. You may provide an additional minute if the conversations are lively and engaging.</p>	<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>▶ How effective was Module 1 in meeting its goals? Most effective components? Least?</li> <li>▶ During the implementation process, in what areas do you foresee you/teachers might need additional instructional support? Additional content support?</li> <li>▶ What supports will you/teachers need in your school(s) to make implementation successful?</li> </ul>  <p style="text-align: right;">102</p>

Facilitator Notes	Accompanying Slide(s)
<p>Bring the group back together, and explain that they need to save their thoughts on the reflection questions because they will use this thinking for planning the next steps.</p> <p>Continue by explaining: Our main objective for today is considering where we go from here. Begin reading the slide at bullet 2.</p>	 <p><b>Planning for Next Steps</b></p> <ul style="list-style-type: none"> <li>▶ Where do we go from here?</li> <li>▶ The implementation of the <i>KAS for Reading and Writing</i> will mean that there are changes for educators across the state.</li> <li>▶ Districts and schools will need to prepare and prioritize the next steps in the implementation process.</li> <li>▶ Begin the Pain-Gain Map.</li> </ul> <p><small>Kentucky Department of Education Our Children. Our Commitment. Education</small></p> <p><small>103</small></p>
<p>Explain: To help with generating and prioritizing the next steps in the implementation process, we’re going to do a Pain-Gain map.</p> <p>This is an opportunity to collaborate within your work group to create a plan for how you are going to move forward. Essentially, now that you’ve gotten to know the <i>KAS for Reading and Writing</i>, what are the next most critical, manageable steps in the implementation process?</p> <p>By framing your understanding of your “work ahead,” or the next steps in the process, your team (whether at the PLC, department, or district level) can collaborate to outline a plan to ensure you are addressing these issues. <b>NOTE:</b> Be sure participants understand they are to list or bullet the next steps for implementation relating to the principle for action in the “Work Ahead” box. Then, they will continue to frame the “Work Ahead” in the process by considering the pains, gains, supports needed and priorities for each element of the “Work Ahead.”</p> <p>Allow participants to work individually, with a partner or in group to reflect, brainstorm, plan and/or discuss.</p> <p>If time allows, guide participants into prioritizing the next steps so that work continues after this meeting.</p>	

Facilitator Notes	Accompanying Slide(s)
<p><b>NOTE:</b> Distribute (or make available on a shared drive) the <i>Participant’s Guide: Thinking Back to Plan for the Future</i>. Participants can use this guide as a planning tool. There is a Participant Guide for Teachers, a Participant Guide for School Leaders, and a Participant Guide for District/State Leaders.</p> <p><b>Hyperlinks for the three guides:</b></p> <p>Teachers -  <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/RW_Thinking_Back_to_Plan_for_the_Future_Teacher_Guide.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/RW_Thinking_Back_to_Plan_for_the_Future_Teacher_Guide.pdf</a></p> <p>School Administration/Leadership -  <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/RW_Thinking_Back_to_Plan_for_the_Future_School_Leadership_Guide.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/RW_Thinking_Back_to_Plan_for_the_Future_School_Leadership_Guide.pdf</a></p> <p>District/State Leadership -  <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/RW_Thinking_Back_to_Plan_for_the_Future_District_State_Leadership_Guide.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/RW_Thinking_Back_to_Plan_for_the_Future_District_State_Leadership_Guide.pdf</a></p>	
<p>Bring the group back together.</p> <p>Explain: The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. We are going to complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.</p> <p>Post-survey:  <a href="#">Getting to Know the KAS for Reading and Writing (Module 1) for Teachers</a>  <a href="#">Getting to Know the KAS for Reading and Writing (Module 1) for School/District Leaders</a></p>	 <p>This is the end of Module 1: Getting to Know the KAS for Reading and Writing.</p> <p>Please complete the KDE survey to provide feedback on the module and to share your needs.</p> <p>104</p>



<b>Facilitator Notes</b>	<b>Accompanying Slide(s)</b>
<p>Be sure to thank participants for their work throughout this module as it has provided a foundation for future knowledge and work.</p> <p>To you, the facilitator, thank you for providing participants with knowledge and support throughout this process. The KDE greatly values your role in facilitating Module 1. We appreciate your time and effort in leading your school and district in the successful implementation of the <i>KAS for Reading and Writing</i>. Thank you!</p>	