A Guide for Reviewing the Kentucky Core Academic Standards for English/language arts

The English/language arts standards define what all students are expected to know and be able to do, not how teachers should teach. The standards must be complemented by a well-developed, content-rich curriculum developed at the local level consistent with the expectations laid out in the standards.

While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers.

Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college- and career-readiness in multiple disciplines. The English/language arts (ELA) standards are divided into three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-12, one for ELA and one for history/social studies, science, and technical subjects. It is important to note that the grade 6-12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them.

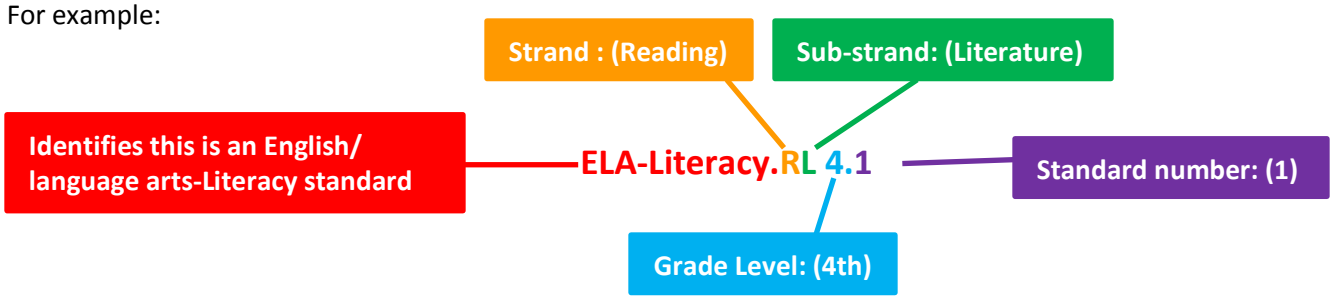
Each section of the standards is divided into strands.

- K-5 ELA standards include strands in Reading (with sub-strands of Literature, Informational Text, Foundational Skills), Writing, Speaking and Listening, and Language
- 6-12 ELA standards include strands in Reading (with sub-strands of Literature, Informational Text) Writing, Speaking and Listening and Language
- 6-12 literacy standards in history/social studies, science, and technical subjects include strands in Reading and Writing

The College and Career Readiness (CCR) Anchor Standards form the backbone of the ELA/literacy standards by spelling out core knowledge and skills; they are identical across all content areas and grade levels. CCR standards can be identified by their strand, CCRA and number (for example, Reading, College and Career Readiness Anchor Standard 6 would be identified: R.CCRA.6). You will not be commenting on the Anchor Standards but they are presented so you can see the overall structure of the standards.

Each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into appropriate end-of-year expectations. You will be able to comment on the individual grade-level standards within each section. Individual grade-specific standards can be identified by their strand, sub-strand, grade and number (or number and letter where applicable).

For example:



As an additional means of organization, at each grade level, related standards are grouped into one of the following categories that relate to the Anchor Standard (in bold): **Reading:** (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Text Complexity); **Writing:** (Text-type and purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing); **Speaking and Listening** : (Comprehension and Collaboration, Presentation of Knowledge and Ideas); **Language** (Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use).

In the upper grades, you will see that some grade standards are bundled together, 9-10 for example. You can still comment on the individual grade. The standards build in the level of complexity so students have two years to meet the standard.

While the standards set grade-specific goals, they do not define how the standards should be taught or which materials should be used to support students.

Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades. Taken together as a progression from K-12 – each grade level standard builds the skills students need to meet the Anchor Standard by 12th grade. To view a sample progression click here.

Three appendices (A, B and C) accompany the main ELA-Literacy standards document and provide additional information and supports for teachers and parents. Exemplars are provided as examples only and should not be interpreted as mandatory texts.

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.