

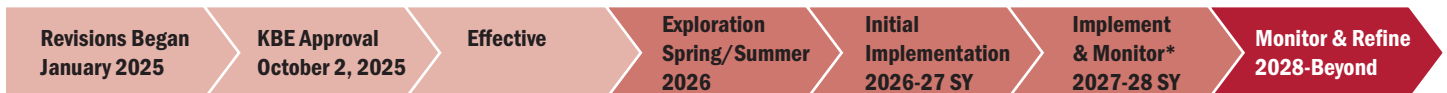


Kentucky Academic Standards for Reading and Writing Implementation Guide

This Implementation Guide includes guidance and resources available on KYStandards.org to support the implementation of the *KAS for Reading and Writing (2025)* in alignment with the *Model Curriculum Framework*.



STANDARDS IMPLEMENTATION TIMELINE



*Tentative operational Kentucky State Summative Assessment Spring 2028

Standards Exploration (Spring/Summer 2026):

After the Kentucky Board of Education approval, district and school leaders should begin exploring the newly revised *Kentucky Academic Standards (KAS) for Reading and Writing* and assessing their readiness to implement through their locally developed curriculum. The materials included in this guide will support district and school leaders in preparing staff, students and families for revised standards. It is recommended that district and school leaders revisit **Phase 1 (Prepare for the Process)** and **Phase 2 (Articulate the Instructional Vision)** of the Curriculum Development Process section of the *Model Curriculum Framework* during the Exploration phase, which include stakeholder communication plans and readiness assessments. Additional resources on KYStandards.org can help educators deepen their understanding of the standards and evidence-based instructional practices.

Resources to Support Exploration of the *KAS for Reading and Writing*

[KAS for Reading and Writing Document](#)

[Standards At a Glance](#)

Getting to Know the *KAS for Reading and Writing* [School-based Module](#) | [Self-paced Course](#)

[Companion Glossary and Support](#)

Interdisciplinary Literacy Practices [School-based Module](#) | [Self-paced Course](#)

[Kentucky Academic Standards Family Guides](#)

[Academic Competencies for Reading and Writing](#)

[Model Curriculum Framework: Curriculum Development Process](#): Phase 1 (Prepare for the Process) and Phase 2 (Articulate the Instructional Vision)

Initial Implementation (2026-27 SY):

During Initial Implementation, districts and schools should establish an infrastructure to support the implementation of the revised reading and writing standards. This includes reviewing practices and policies to ensure they support student learning as reflected in the revised standards. A needs assessment may be conducted to determine the additional support (e.g. time, resources, materials, training, etc.) that may be needed for successful implementation.

District and school leaders should revisit **phases 1-3** of the Curriculum Development Process section of the *Model Curriculum Framework* to consider needed revisions to their instructional vision for literacy, assess existing high-quality instructional resources (HQIRs), or evaluate and select new HQIR, if needed. The *Model Curriculum Framework* includes sample questions to ask vendors that can support the selection and adoption process and working with vendors to plan for launch training for new HQIRs. District teams should work to develop or update the local curriculum document to align with revised standards. As districts prepare for initial implementation of the local curriculum and high-quality instructional resources (HQIRs), leaders and teachers develop an overall understanding of the curriculum and HQIR, and leaders develop the systems, structures and policies that will support effective implementation. It is recommended to revisit the **launch** stage of the Curriculum Implementation Framework.

Resources to Support Initial Implementation of the *KAS for Reading and Writing*

[Model Curriculum Framework: Curriculum Development Process](#): Phase 1 (Prepare for the Process), Phase 2 (Articulate the Instructional Vision) and Phase 3 (Develop the Curriculum)

[KDE Approved HQIR List for Reading and Writing](#)

[Reading and Writing Instructional Resources Consumer Guide](#)

[Curriculum Implementation Framework](#)

Implement and Monitor* (2027-2028 SY):

Schools should begin to implement the revised *KAS for Reading and Writing* while recognizing and attending to student learning gaps resulting from the transition from legacy standards to new standards. Educators should be blending and integrating the revised standards into instruction and actively reflecting on and refining instructional practices. The Curriculum-Based Professional Learning Guidance Document will support school and district leaders in creating conditions for ongoing professional learning to support standards implementation through the **early implementation stage** of the locally developed curriculum. Within their PLCs, core teachers and support specialists should collaboratively engage in cycles of intellectual preparation, which includes unit and lesson internalization, lesson rehearsal and student work analysis, to deepen understanding of the HQIR, and to develop relevant knowledge and skills in order to meet students' needs.

School and district leaders also should ensure there is monitoring of system supports to identify any needed improvements and adaptations to the locally developed curriculum to ensure continued benefits to students. It is recommended to revisit **Phase 4 (Implement and Monitor)** of the Curriculum Development Process section of the *Model Curriculum Framework*, including the **early implementation stage** of the Curriculum Implementation Framework. The Curriculum Implementation Monitoring Toolkit shows how key aspects of the implementation process and their measures connect, and it equips districts with aligned tools to support monitoring of a local curriculum anchored in an HQIR. District and school leadership teams can use the tools as a comprehensive suite or tailored to specific areas of need. The Continuous Improvement Playbook for Curriculum Implementation provides a helpful guide in navigating the key actions with foundational resources.

Resources to Support Full Implementation of the KAS for Reading and Writing

[Model Curriculum Framework: Curriculum Development Process: Phase 4 \(Implement and Monitor\)](#)

[Curriculum Implementation Framework](#)

[Curriculum Implementation Monitoring Toolkit](#)

[Curriculum-Based Professional Learning Guidance Document](#)

[Intellectual Preparation Guidance Document](#)

[Continuous Improvement Playbook](#)

Monitor and Adjust (2028 and beyond):

During this stage, educators should possess a deep understanding of the KAS for Reading and Writing and implement them through a seamless integration of curriculum, instruction and assessments. This stage includes a focus on cross curricular planning and continued reflection and refinement of practice. The Curriculum-Based Professional Learning Guidance Document will support school and district leaders in creating conditions for ongoing professional learning to support standards implementation through the **ongoing implementation stage** of the Curriculum Implementation Framework. Within their PLCs, core teachers and support specialists should collaboratively engage in cycles of intellectual preparation, which includes unit and lesson internalization, lesson rehearsal and student work analysis, to deepen understanding of the HQIR, and to develop relevant knowledge and skills in order to meet students' needs. Focus should be on maintaining and refining systems for monitoring intentional alignment of practices, policies, supports and programs. Structures should ensure that when practitioners, administrators and leaders are new to the system, they develop the competencies to successfully implement the *KAS for Reading and Writing* through the locally developed curriculum.

It is recommended to revisit **Phase 4 (Implement and Monitor)** of the Curriculum Development Process section of the *Model Curriculum Framework* and the **on-going phase** of the Curriculum Implementation Framework. The Curriculum Implementation Monitoring Toolkit may assist district and school leaders in monitoring implementation of the locally developed curriculum and informing smart adjustments. The Continuous Improvement Playbook for Curriculum Implementation provides a helpful guide in navigating the key actions with foundational resources.

Resources to Support Sustainability and Refinement of the KAS for Reading and Writing

[Model Curriculum Framework: Curriculum Development Process: Phase 4 \(Implement and Monitor\)](#)

[Curriculum Implementation Framework](#)

[Curriculum Implementation Monitoring Toolkit](#)

[Curriculum-Based Professional Learning Guidance Document](#)

[Intellectual Preparation Guidance Document](#)

[Continuous Improvement Playbook](#)

Questions?

- Questions regarding reading and writing standards: ELATeam@education.ky.gov.
- Questions regarding the Kentucky Summative Assessment: dacinfo@education.ky.gov.
- Information regarding the *Read to Succeed Act* or early literacy initiatives: christie.biggerstaff@education.ky.gov.