

Kentucky Academic Standards (KAS) for Reading and Writing 2025

Standards At a Glance

This document provides an overview of what the standards committees revised based on public feedback and the standards revision process required by KRS 158.6453. Use this document in tandem with the *Getting to Know the KAS for Reading and Writing* professional learning module to become familiar with these changes as well as implementation considerations.

Focused Highlights

1. The updated **Standards Writers' Vision** is stated on page 6 of the *KAS for Reading and Writing*.
2. **Design Considerations** are detailed on pages 8-11 of the *KAS for Reading and Writing*.
 - a. **Guiding Principles and Grade-Specific Standards:** Guiding Principles represent literacy expectations for postsecondary readiness while grade-specific standards define what is expected for each grade level.
 - b. **Building Knowledge and Applying Skills and Strategies:** Reading Standard 10 emphasizes the importance of knowledge *and* strategies for reading comprehension. See **Changes of Note**.
 - c. **Early Literacy:** The standards emphasize early acquisition of reading skills through print concepts, phonological awareness, phonics and word recognition, and fluency. See **Changes of Note**.
 - d. **Interdisciplinary Literacy Practices:** These Practices represent the behaviors of a literate citizen and are the outcome of text- and knowledge-rich vibrant student experiences. The graphic was updated.
 - e. **Multidimensionality:** Comprehension, content and analysis for each standard grounds students in content knowledge and comprehension of complex text while pushing them towards analysis.
 - f. **Distribution of Literary and Informational Texts:** The standards continue to emphasize the importance of grade-level complex literature and informational texts.
 - g. **Digital Literacy and Multimodal Composition:** The standards emphasize writing experiences that ground students in complex texts and evidence while composing for a wide range of purposes and audiences.
3. The **Organization of the Standards** remains congruent with the 2019 revision. The Interdisciplinary Literacy Practices are now found within each grade level overview.
4. **Grade Level Overviews** remain for K-5, 6-8 and 9-12 to summarize each strand of the standards and contextualize the *KAS for Reading and Writing* within current literacy research. The Overviews emphasize the importance of bundling standards rather than teaching discrete skills in isolation. The *KAS for Reading and Writing* should be approached holistically as different texts and tasks have different demands. To extract and construct meaning, students engage in reciprocal reading and writing processes to become increasingly strategic and automatic readers and writers.
5. **Changes of Note:** Each of these changes were made based on public feedback and current research:

Reading Foundational Skills (RF):

- **Overall Language Changes:** The following language changes reflect current research and best practice for teaching early literacy:
 1. "Letters" and "spellings" are now referred to as "graphemes."
 2. "Sounds" are now referred to as "phonemes."
 3. "Breaking" is now referred to as "segmenting."
- **Standard 3 in grades K-5 (RF.K.3, RF.1.3, RF.2.3, RF.3.3, RF.4.3, RF.5.3)** requires students to encode (spell) in addition to decode (read).
- **Standard 4 in grades K-2 (RF.K.4, RF.1.4, RF.2.4)** requires students to read decodable texts for the purpose of learning to decode/read fluently.
- **Standard 4 in grades K-3 (RF.K.4, RF.1.4, RF.2.4, RF.3.4)** was revised to include what previously was in RF standard 3. It requires students to read common and irregularly spelled high frequency words with automaticity and accuracy and eliminates the phrase "by sight."

Handwriting (HW): There were no changes to the Handwriting standards in this revision. Instruction in both print and cursive remain in Kindergarten - Grade 3.

Reading Informational Text (RI):

- **Standard 2 in grades K-3 (RI.K.2, RI.1.2, RI.2.2, RI.3.2)** requires students to determine a central idea from an informational text rather than from a summary.
- **Standard 10 in all grades K-12** requires teachers and students to consider the role of both knowledge *and* comprehension strategies when reading grade-appropriate complex texts.

Reading Literature (RL):

- **Standard 2 in grades K-3 (RL.K.2, RL.1.2, RL.2.2, RL.3.2)** requires students to determine a theme from a literary text rather than from a summary.
- **Standard 5 in grades K-5 (RL.K.5, RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5)** refers to literary text structure based on genre-specific components (beginning, middle, end, lines, stanzas, acts).
- **RL.6.2** requires direct quoting or summarizing to support analysis of a theme.
- **RL.6.5** requires students to analyze how structure contributes to the overall meaning of a text.
- **RL.9-10.5** provides examples of what is meant by “manipulation of time.”
- **RL.9-10.6** requires students to examine *multiple* authors’ perspectives and cultural experiences.
- **RL.9-10.7** clarifies that artistic mediums analyzed may be print or non-print.
- **RL.9-10.9** requires students to analyze “two or more texts from different time periods” with “similar themes or topics.”
- **Standard 10 in all grades K-12** requires teachers and students to consider the role of both knowledge *and* comprehension strategies when reading grade-appropriate complex texts.

Composition (C):

- **Standard 1, substandard d in grades K-5 (C.K.1d, C.1.1d, C.2.1d, C.3.1d, C.4.1d, C.5.1d)** clarifies that students use linking and transition words in opinion writing.
- **Standard 2, sub-standards d & e in grades K-5 (C.K.2d & e, C.1.2d & e, C.2.2d & e, C.3.2d & e, C.4.2d & e, C.5.2d & e)** clarifies that students use conjunctions within sentences and transitions between paragraphs in informational and/or explanatory writing.
- **C.6.1b & c** were revised to use parallel language with Standard 1 in grades 7 and 8. The expectation for acknowledging opposing claims remains.

Language (L):

- **Overall Language Changes:** “Standard English” is now referred to as “General American English.”
- **L.K.2d** clarifies that students spell consonant-vowel-consonant (CVC) words.
- **L.1.2e** was revised to include that students will use syllabication in addition to phonemic awareness when spelling untaught words phonetically.
- **L.9-10.1b** provides flexibility in grammar instruction for various types of phrases and clauses.