

## **Reading and Writing: Breaking Down a Standard Protocol**

The purpose of this protocol is to develop a deeper understanding of the *KAS for Reading and Writing*. Following the steps for breaking down a standard will provide clarity on the depth and rigor of the standard to ensure instructional alignment.

### **What steps can be taken to break down a reading and writing standard?**

1. Open the *Kentucky Academic Standards (KAS) for Reading and Writing*.
2. Go to the standard breakdown view for the selected standard.
3. Read the grade level standard.
4. Provide context through reading the Guiding Principle.
5. Analyze the Mini-Progression.
  - a. What background knowledge and skills should students have from the previous year related to this standard?
  - b. What will students need to know and be able to do in order to be prepared for the expectations of this standard at the next grade level?
6. Analyze the Multidimensionality.
  - a. What is the **content** within this standard?
    - What does a student need to know to be able to understand the content?
    - How might the content be applied when developing comprehension?
    - How might the content be applied when performing analysis?
  - b. What specific **comprehension** skills are embedded in this standard?
    - What do students need to know to be able to perform the dimension of comprehension identified in the standard?
    - How will students demonstrate the dimension of comprehension?
    - How does the comprehension dimension identified in the standard promote understanding of text, topic or convention of language?
  - c. What **analysis** is required in this standard?
    - What do students need to know to be able to perform the analysis?
    - What thinking is necessary for students to engage in the analysis?
    - How does the dimension of analysis identified in the standard activate students' critical thinking?
    - What actions will students take to communicate their analysis?

Note: Multidimensionality is meant to clarify the standard and make the depth and rigor of the standard more evident for instructional alignment. Although the three dimensions of multidimensionality are outlined as separate steps in the process of breaking down a standard, it is critical to examine how all of the dimensions work together to reach the full intent of the standard.

### **Next Steps to Consider:**

Future work would then move to designing learning targets, assignments and formative and summative assessments. This would be an opportunity to utilize the [Assignment Review Protocol](#).