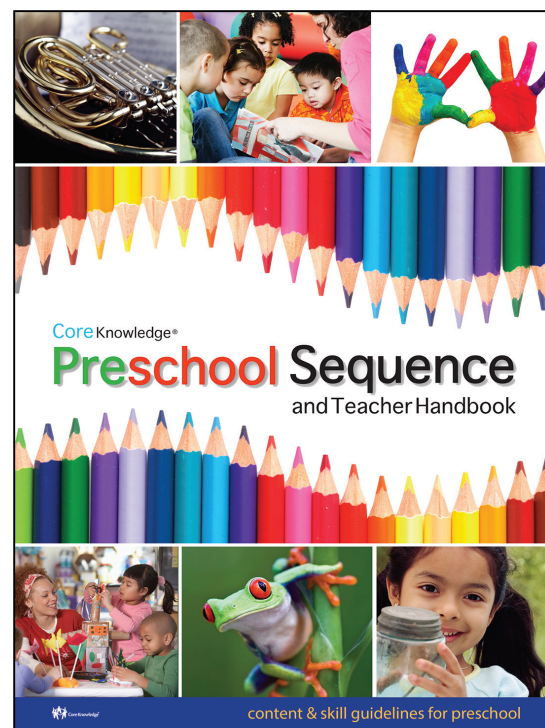
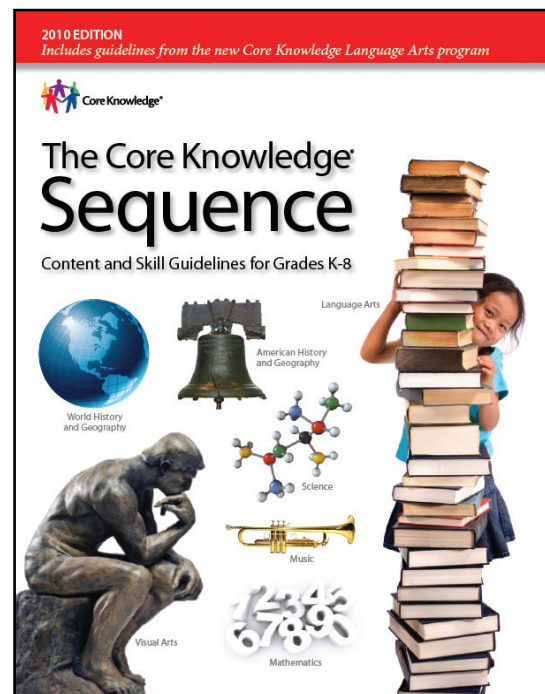


Core Knowledge Sequence



Core Knowledge®

P – 8



Implementation Resources Guide

What Is Core Knowledge?

Core Knowledge is based on a simple and powerful idea: the more you know, the more you are able to learn. This insight, that knowledge builds on knowledge, is well-established by cognitive science and has profound implications for teaching and learning. Nearly all of our important goals for education—greater reading comprehension, critical thinking and problem solving, even higher test scores—are a function of the depth and breadth of our knowledge.

What is the Core Knowledge Sequence?

If all of our children are to be fully educated and to participate equally in civic life, then we must provide each of them with the shared body of knowledge that makes literacy and communication possible. This concept, central to the Core Knowledge Foundation's goal of excellence and equity in education, takes shape in the **Core Knowledge Sequence**—a framework that provides a detailed outline of recommended curricular content to be taught in language arts, history and geography, mathematics, science, music, and the visual arts from preschool to grade eight.

What is Core Knowledge Language Arts?

The **Core Knowledge Language Arts** program is a comprehensive, preschool through grade 5, curriculum for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge of the world. The program, also referred to as **CKLA**, follows the coherent, rich content that is outlined in the Sequence for [literature, global and American history, and the sciences](#). In the early grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as on systematic instruction in reading and writing skills. In later grades, CKLA continues to advance students' knowledge and vocabulary through read-alouds and in-depth discussions, while also immersing students in complex texts and advanced writing assignments that draw on the academic content they've been engaged in since preschool.

What is the difference between the Sequence and CKLA?

The Sequence outlines the content and skills to be taught in preschool through grade 8, but it does not include lesson plans or activities for instruction. Resources such as the [Core Knowledge Teacher Handbooks](#) are used by teachers to develop their own units aligned to the Sequence. To see examples of such units, visit our [Domain-Based Unit Samples](#) created by educators from around the country.

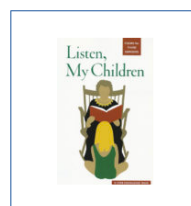
CKLA is a comprehensive ELA curriculum that includes [detailed lessons and assessments](#) which put the Core Knowledge approach to building literacy into action. CKLA was pilot-tested in diverse school settings and is designed to help students meet or exceed the Common Core State Standards for ELA. CKLA addresses much of the Sequence, but not all of it. For schools interested in building their own curriculum around the Core Knowledge content, CKLA is a great way to jump-start implementation using a comprehensive model.

Where will you begin?

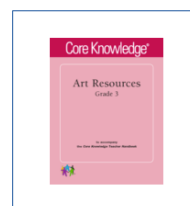
Thousands of educators have used the Sequence framework to support and enhance their own instructional designs for more than twenty-five years. Within the last three years, almost two million files have been downloaded from the CKLA program online. Where to begin is an important choice that is left to teachers, schools, and districts to determine their best entry points into Core Knowledge. This implementation guide can help you to learn about and explore the Sequence. If you are interested in CKLA, we highly recommend reviewing the resources embedded within the **CKLA Implementation Guide** as well.



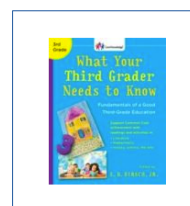
Ready to get started with CKLA?
Find resources in the [CKLA Guide](#).



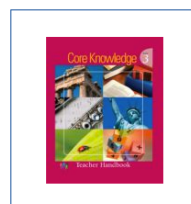
Listen My Children: Poems
for Third Graders



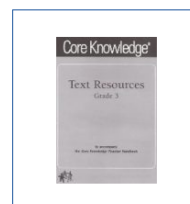
Art Resources Grade 3



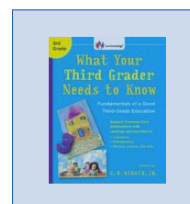
What Your Third Grader
Needs to Know



Teacher Handbook Grade 3



Text Resources Grade 3



Third Grade Starter Kit

Need Core Knowledge materials?
Find them in our [store](#).

Additional curriculum materials are underway NOW!

The Core Knowledge Foundation is excited to continue our work as we develop more comprehensive materials and programs for the future. Please read about our vision for and ongoing work to create a comprehensive **Core Knowledge Curriculum Series**. We are proud to announce that [Core Knowledge History and Geography](#) (CKHG) is rolling out now! Also look for announcements about early development of [Core Knowledge Science](#) (CKSci).

About This Guide

This implementation guide provides direction and resources for implementing a coherent, content-rich curriculum based on the Core Knowledge Sequence. Most of the resources, including the professional development materials, are made available for free under a **Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License**, so that our work can be shared broadly and built upon by others to support educational excellence and equality for all children. The guide is organized around four stages of implementation:

Stages

Learn About the Sequence
Plan Your Implementation
Teach Core Knowledge
Enhance Your Implementation

Resource Types

Anchor Video Presentations
Turnkey Professional Development Kits
Alignments
Curriculum Materials
Teacher and Parent Resources
Third-Party Resources and Publications
Frequently Asked Questions (FAQs)

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Core Knowledge Grades K–8

[Learn About the Core Knowledge Sequence for K–8](#)

Overview of the Core Knowledge Approach

[Plan Your Implementation](#)

Curriculum Mapping with the CK Sequence

Get Support from a CK Licensed Professional

[Teach Core Knowledge](#)

Meaningful Instruction

Domain-based Unit Writing

Close Reading in the Early Grades

[Enhance Your Implementation](#)

Core Knowledge Language Arts

Additional Resources

[A Note About Additional Resources](#)

Share Your Core Knowledge Story



Core Implementation Practices

Effective implementation of a Core Knowledge curriculum is guided by a set of practices that demonstrate both understanding of the **Core Knowledge approach** and alignment of curriculum, teaching, and leadership with this approach. These practices have been culled from our most successful Core Knowledge schools.



February 2015

Core Implementation Practices

A Guide to Effective Implementation of Core Knowledge

Strong Leadership

Effective school leadership ensures that there are a clear vision and concrete plans for organizational growth and success. Using the vision and plans, with a results oriented focus, strong leaders set direction, develop human capital, and thoughtfully consider how internal and external processes and relationships can be improved.

5. Leadership Practices

- 5.1 The school has established and disseminated a clear and focused mission.
- 5.2 The school's mission is consistent with the philosophy and mission of Core Knowledge.
- 5.3 School administration, staff, and community can articulate the school's mission.
- 5.4 School administration and staff demonstrate high expectations for all students.
- 5.5 The school has a plan in place to advance its vision and make continual improvements to its practices.
- 5.6 The school has appointed a Core Knowledge coordinator.
- 5.7 School administration provides resources and support to allow the Core Knowledge coordinator to perform the responsibilities of the role.
- 5.8 School administration and the Core Knowledge coordinator provide strong instructional leadership.
- 5.9 The school has a system for assessing, recording, and analyzing student learning and school effectiveness.
- 5.10 The school uses assessment data to improve instructional practices, student outcomes, and teacher effectiveness.
- 5.11 The school has a system/plan for evaluating and fostering the professional growth of its staff.
- 5.12 The school provides support for professional communities and collaborative teams.

What Leadership Practices Look Like in Action

A school is successful in demonstrating these practices when the mission and vision that guide the school and its activities are aimed at ensuring educational excellence and equity for all children.

The plans and actions of these schools demonstrate a focus on continuous improvement of instructional practices, by all staff, for all students. A well-formed and integrated system of assessment and data collection guides planning, instruction, student intervention and professional development of staff.

Instructional leadership, as modeled by both the Core Knowledge coordinator and the principal, is apparent throughout the staff. These schools have in place resources, tools and processes that guide and support instructional improvements. These include, but are not limited to, collaborative planning time for teachers at each grade level, professional growth plans for each teacher, and opportunities for teachers to benefit from coaching and modeling.

Coherent Domains are the Key to Successful Implementation

The differences between a successful Core Knowledge implementation and one that is emerging or developing can be subtle. A school, for example, may address Core Knowledge content but not in domain-based units, or with insufficient attention to cross-curricular connections. The duration of instructional units may not last long enough to foster student familiarity with the content, concepts, and vocabulary of the domain or planning may be insufficient to maximize language development during instruction.

The key to understand the difference between optimal and less-than-optimal implementation is in understanding both what a domain is and isn't and the concept of coherence.

What is a Domain?

A domain is an area of study that has a related set of language and vocabulary. Domains, like traditional units of study, are comprised of related topics. However, domains differ from themes or concepts in a few important ways.

First, domain sub-topics are related to one another and build coherently. Second, domain knowledge often builds within and across grade-levels. Third, the vocabulary of domain sub-topics is also related and builds coherently. Finally, overarching conceptual knowledge is built within the context of the domain content. It is precisely this building of content and repetition of vocabulary that provides the benefits of domain-based instruction. Consider the following examples:

Domain:	Theme:	Concept:
Human Body Students study the human body across multiple grades. Students first learn parts of the body, then about the body systems, then use that prior knowledge to develop an understanding of germs, diseases, and illness prevention. They use their knowledge of body systems, germs, and diseases to understand Edward Jenner's role with the small pox vaccine. Both the content of the topics and the related vocabulary build coherently. Understanding of what an immune system and an antibody are support understanding of what a vaccination is. These understandings enable students to grasp the significance of Edward Jenner's work. Domains also provide a vehicle for addressing a variety of concepts in context (e.g. concepts demonstrated through study of the human body include change, interdependence, cycles, and systems).	Community Helpers Students learn about a variety of helpers in the community. These helpers, although all part of the community, are not related to one another. The librarian and the police officer are not related. There is little repetition of the vocabulary associated with each sub-topic. What students learn about one sub-topic (librarians) doesn't support their understanding of another sub-topic (police officers). Finally, themes are not likely to be repeated across the grades to enhance and extend understanding.	Energy Transformation Students learn about energy transformation in the context of a variety of situations including photosynthesis, digestion, and fuel combustion. There is little repetition of the vocabulary associated with each sub-topic. Content is addressed to provide an example of the concept. Although each sub-topic demonstrates the concept of energy transformation, there is little relationship between subtopics allowing students to build their knowledge of plants, humans, and engines throughout the unit.

Key Practices of Implementation

Philosophy and Approach

Resources

Community Partnerships

Continuous Improvement

Curriculum Planning

Effective Teaching

Strong Leadership

[What It Means to Be a Core Knowledge School](#) (video)

The **Guide to Effective Implementation of Core Knowledge** is part of a suite of tools designed to guide planning, implementation, development, and the effectiveness of Core Knowledge instruction. This suite of tools includes:

- [Curriculum Planning Tools](#), which are essential templates and job aids for planning how to apply the Core Knowledge approach in the classroom. These tools include templates for school-wide planning as well as lesson plans and unit plans that align to the Core Knowledge approach. Learn more in the Plan Your Implementation section of this guide (page 14).
- The [Core Knowledge Leadership Institute](#), an event held in Charlottesville, Virginia, for administrators, curriculum coordinators, and lead teachers, where they can network and learn more about how to support their colleagues and students while engaging with Core Knowledge. Topics addressed through the Institute include: the Core Knowledge instructional approach, implementation planning, resources, effective teaching, parent and community involvement, and high-leverage leadership strategies. Upcoming Leadership Institutes and registration information can be found on our [website](#).
- The [Implementation Feedback Rubric](#), a template for self-reflection and analysis of fidelity to the Core Knowledge approach in grades K–8. Learn more in the Enhance Your Implementation section of this guide (page 22).
- The [Preschool Snapshot: Implementation and Observation Checklist](#), an excellent tool for preschools looking to reflect on their implementation of Core Knowledge. Learn more in the Core Knowledge Preschool section of this guide (page 8).



Core Knowledge Preschool

Core Knowledge Sequence for Preschool

With a strong focus on challenging but appropriate content, the **Core Knowledge Preschool Sequence** is unique among early childhood frameworks. It outlines a cumulative and coherent progression of knowledge and skills in all developmental areas and builds a strong foundation for kindergarten and beyond. The **Core Knowledge Preschool Sequence and Teacher Handbook** describes how developmentally appropriate practices for both content and instruction can be integrated with a curriculum based on the Sequence. Knowledge and skills for both three- to four-year-olds (level I) and four- to five-year-olds (level II) are outlined for the following developmental areas:

Movement & Coordination

Autonomy & Social Skills

Work Habits

Language & Literacy

Mathematics

History & Geography

Science

Visual Arts

Music

Read the **Introduction to the Preschool Sequence** now!

? Turnkey Professional Development Kits

Getting Started with the Preschool Sequence

[Presentation](#)

[Instructor Guide](#)

[Participant Workbook](#)

Supporting Language Development

[Presentation](#)

[Instructor Guide](#)

[Participant Workbook](#)

Assessment and Planning to Meet Children's Needs

[Presentation](#)

[Instructor Guide](#)

[Participant Workbook](#)



Get Support from a Core Knowledge Licensed Professional

If you are looking for a trainer to conduct any of the Turnkey PD Kits, or are interested in a school visit, please contact one of our **Core Knowledge Licensed Professionals**. These educators have experience implementing the Core Knowledge Sequence and can assist you with on-site professional development and support. **Only those individuals designated on our [website](#) are permitted to offer on-site Core Knowledge Sequence training for a fee.**

Core Knowledge Language Arts for Preschool

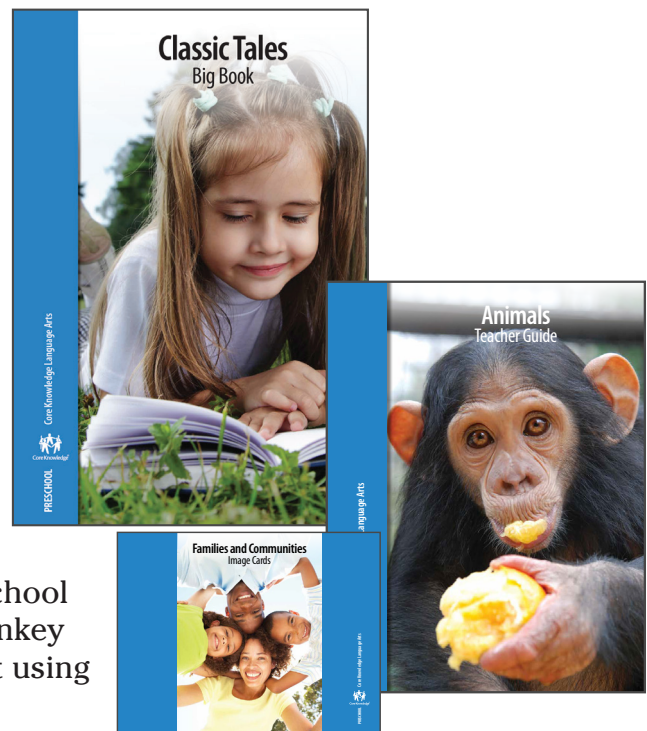
The **Core Knowledge Language Arts Preschool** (CKLA Preschool) program is a comprehensive ELA curriculum. It includes lessons and activities that address *Preschool Sequence* language and literacy skills in the context of rich content, such as science and the living world. CKLA Preschool is a great starting point for those who wish to implement a comprehensive curriculum based on the *Preschool Sequence* framework.

If you would like to learn more about CKLA Preschool, please review the [CKLA Implementation Resources Guide](#). This CKLA Guide contains a plethora of support tools, including additional alignments, more turnkey professional development, demonstration videos, and more.

? Anchor Video Presentation

[Scaffolding to Support Early Learners](#)

This presentation is designed to help participants identify opportunities to effectively scaffold instruction. Viewers will be able to identify three primary methods of scaffolding using examples from the CKLA Preschool program. You may also download additional turnkey presentations regarding scaffolding and support using the [CKLA Implementation Resources Guide](#).



Related Resources and Programs

TITLE	TYPE
Core Knowledge Preschool Sequence & Teacher Handbook	Teacher Resource
Preschool Starter Kits	Teacher Resource
CKLA Preschool	Curriculum Materials
Scholastic Core Knowledge Library	Third-Party Resource
American Reading Company Support Sets	Third-Party Resource

Related Resources and Programs, continued

TITLE	TYPE
Stop and Think Social Skills Program	Third-Party Resource
Stop and Think Social Skills Posters (sold by Core Knowledge)	Teacher Resource
Classic Stories as Told by Jim Weiss	Third-Party Resource
Core Knowledge Recommended Trade Books, PreK–8	Third-Party Resource
Teacher-Created Sample Units	Curriculum Materials
Alignment to the Head Start Early Learning Outcomes	Alignment
Read-Aloud Selection Checklist	Teacher Resource
CKLA Implementation Resources Guide	Teacher Resource
NAEYC Developmentally Appropriate Practice	Teacher Resource
What Your Preschooler Needs to Know	Parent Resource
Preschool Activity Books (1 and 2)	Parent Resource

Frequently Asked Questions

[How do we know that Core Knowledge works?](#)

[How does the Preschool Sequence relate to the K-8 Sequence?](#)

[How are the Preschool Sequence and Core Knowledge Language Arts \(CKLA\) Preschool program related?](#)

[Is the Preschool Sequence developmentally appropriate?](#)

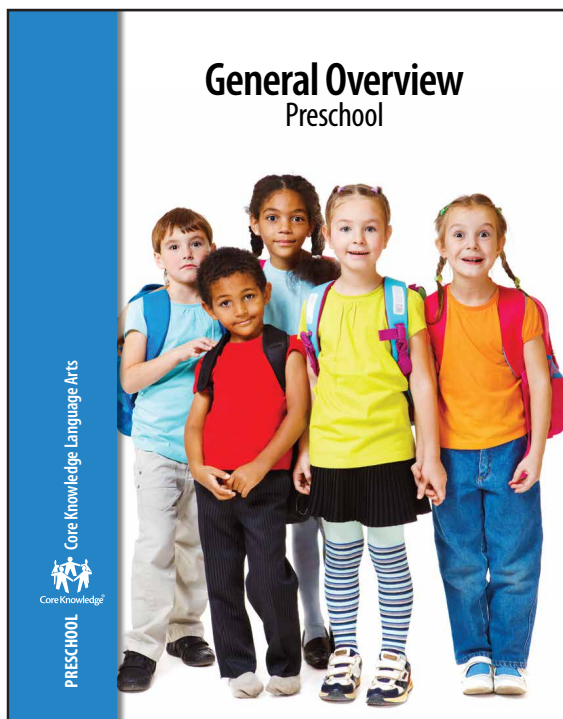
[How does the Preschool Sequence relate to the Head Start Child Outcomes?](#)

[Are preschool teachers expected to teach everything included in the Preschool Sequence?](#)

[How do we get started?](#)

Read more **FAQs about Core Knowledge Implementation**

Additional Resources to Learn More



Want to learn more about CKLA Preschool?
Download the [program overview](#) now!



Ready to get started with CKLA?
Find more resources in the [CKLA Guide](#).

Core Knowledge K–8

Learn About the Core Knowledge Sequence for K–8

The **Core Knowledge Sequence** is a detailed outline of specific content and skills to be taught in language arts, history and geography, mathematics, science, music, and the visual arts. It is an effort to state and describe the specific core of shared knowledge that all children should learn in U.S. schools and that speakers and writers assume their audiences know. To learn more, we suggest you begin by reading the **Introduction to the Sequence** (pages vi–ix), which describes the intent of this resource and how the consensus was formed around it as a framework for high-quality education.

? Anchor Video Presentations

[Why Is Core Knowledge Important?](#)

This video is Part One of a three-part overview of Core Knowledge. You will learn more about the simple and powerful idea behind our approach: that knowledge builds on knowledge. This fact, well-established by cognitive science, has profound implications for learning and instruction, even though it is often overlooked in today's educational landscape.

COMING SOON—What Is the Core Knowledge Approach?

Part Two of the overview series will describe the 4C approach that we encourage educators to apply to their unit and lesson design. The Core Knowledge approach involves delivering instruction that is **content-rich** and commands rigor; creating opportunities for knowledge to build **coherently** within a grade-level and **cumulatively** across the grades; and immersing students in **cross-curricular** instruction that promotes critical and creative thinking. Be sure to read more about the [Core Knowledge approach](#) on our website.

COMING SOON—How Is Core Knowledge Taught?

Part Three of the overview will take you into the various publications and job aids that have been created by the Core Knowledge Foundation to support educators as they apply the 4C approach. You will learn about key resources used by teachers and parents to design their own instruction and about where the most successful schools start their journeys as they join our Core Knowledge community. Be sure to read more about [our curriculum](#) on our website and about how you can [get started](#).



Related Resources and Programs

TITLE	GRADE(S)	TYPE
Core Knowledge Sequence	P-8	Teacher Resource
Core Knowledge Language Arts Program (CKLA)	P-5	Curriculum Materials
Core Knowledge History & Geography Program (CKHG)	3-5 available now	Curriculum Materials (<i>all grades K-6 planned for production</i>)
Why Knowledge Matters (2016), by E.D. Hirsch, Jr.	P-8	Book
The Making of Americans(2009), by E.D. Hirsch, Jr.	P-8	Book
The Knowledge Deficit (2007), by E.D. Hirsch, Jr.	P-8	Book
The Case for Content-Rich Curriculum	P-8	Webpage & Articles
“Students Can’t Google Everything: Why Knowledge Matters,” by Daniel T. Willingham	P-8	Article
“The Early Catastrophe: The 30 Million Word Gap by Age 3,” by Betty Hart and Todd R. Risley	P-3	Article

Frequently Asked Questions

[How do we know that Core Knowledge works?](#)

[What is "knowledge-based schooling"?](#)

[Who decided what’s in the Sequence?](#)

[Does the Core Knowledge Sequence teach respect for diverse peoples and cultures?](#)

[Where can I see Core Knowledge in action?](#)

[How do I get started?](#)

Read more **FAQs about Core Knowledge Implementation**

Plan Your Core Knowledge Implementation

From our extensive experience working with schools, we know that the most successful Core Knowledge educators have well-documented curricula and instructional plans that guide their work.

We have created a tool that can help draw lines of sight between the Core Knowledge Sequence and your state standards. The cumulative nature of the Sequence lays out specific grade-level content. Our **alignment packet** walks you through the process of creating a Sequence-to-standards crosswalk. It also guides you through a cost-benefit analysis of various implementation options based upon how well the topics align.

It is up to each school to reach a consensus as to how Core Knowledge content will be taught relative to their standards. A position statement, created as part of the alignment crosswalk, will guide further curriculum mapping efforts at the school (e.g., see the Professional Development Kit for Curriculum Mapping, below).

? Turnkey Professional Development Kit

Curriculum Mapping with the Core Knowledge Sequence

This training, also known as “Getting Started,” will guide participants as they map the Core Knowledge Sequence across the academic school year. Participants will have the opportunity to directly apply the 4C characteristics of Core Knowledge to their grade-level planning. At the completion of this training, participants will have created a draft of a yearlong curriculum plan and several domain maps, which will directly support planning efforts at the unit and lesson level.

[Day 1 Presentation](#) and [Day 2 Presentation](#)

[Instructor Guide](#)

[Participant Workbook](#)



Get Support from a Core Knowledge Licensed Professional

If you are looking for a trainer to conduct any of the Turnkey PD Kits, or are interested in a school visit, please contact one of our **Core Knowledge Licensed Professionals**. These educators have experience implementing the Core Knowledge Sequence and can assist you with on-site professional development and support. **Only those individuals designated on our [website](#) are permitted to offer on-site Core Knowledge Sequence training for a fee.**

Related Resources and Programs

Get Your Materials	GRADES	TYPE
Core Knowledge Sequence	P–8	Teacher Resource
Core Knowledge Language Arts (CKLA)	P–5	Curriculum Materials
Core Knowledge History & Geography (CKHG)	3–5 available	Curriculum Materials (Grades K–6 in development)
Sequence Starter Kits	P–5	Teacher Resource
Core Knowledge Teacher Handbooks	P–5	Teacher Resource
Find more in the Core Knowledge Store	P–8	Teacher Resources & Curriculum Materials
Plan Your First Year	GRADES	TYPE
Core Implementation Practices	P–8	Teacher Resource
Curriculum Plan Sample/Template: Elementary	P–5	Teacher Resource
Curriculum Plan Sample/Template: Middle School	6–8	Teacher Resource
Curriculum Plan Self-Reflection Tool	P–8	Teacher Resource
Sample Completed Plan Rubric	P–8	Teacher Resource
Filters for Coherence	K–8	Teacher Resource
Domain Map Template	K–8	Teacher Resource

Plan Your First Year, continued	GRADES	TYPE
Domain Map Self-Reflection Tool	K–8	Teacher Resource
Sample Elementary School Domain Map	1	Teacher Resource
Sample Middle School Domain Map	7	Teacher Resource
Sample Completed Map Rubric	3	Teacher Resource
CKLA Implementation Resources Guide	P–5	Curriculum Materials & Teacher Resources



Related Resources and Programs, continued

Alignments to Standards & Programs	GRADES	TYPE
Common Core State Standards for Math	K–8	Alignment
Common Core State Standards for ELA	K–5	Alignment
Common Core State Standards for ELA	6–8	Alignment
Next Generation Science Standards (NGSS)	K–5	Alignment
High-Level Comparison of Core Knowledge Science Domains to the NGSS Topics	P-8	Alignment
Guidelines for Creating Your Own Alignment	K–8	Teacher Resource

Frequently Asked Questions

[How do I teach Core Knowledge content or implement a Core Knowledge program?](#)

[Who decided what’s in the Sequence?](#)

[Does the Core Knowledge Sequence teach respect for diverse peoples and cultures?](#)

[Why doesn’t the Core Knowledge Sequence include guidelines for special areas such as Physical Education, Technology, or Drama?](#)

[Can teachers pick and choose which topics to teach and which to leave out?](#)

Read more **FAQs about Core Knowledge Implementation**

Teach Core Knowledge

Core Knowledge implementation goes beyond mere coverage of Core Knowledge topics and requires a focus on **effective language and vocabulary development**. Teachers proactively and intentionally plan to meet both content objectives and language development objectives in a manner that builds conceptual knowledge and uses the content as the basis for critical thinking and problem-solving opportunities.

Additionally, Core Knowledge teachers use **pedagogical best practices** that include, but are not limited to, ongoing use of assessment to guide instruction, scaffolding instruction to differentiate for individual learner needs, providing feedback that goes beyond praise to guide student learning, and the use of engaging activities that provide opportunities for students to demonstrate higher-order thinking.

? Turnkey Professional Development Kits

Teaching, Learning, and Assessment: Meaningful Instruction

Through this training, participants will understand key concepts to apply when aligning instruction, assessment, criteria for success, and meaningful activities. Engaging in exercises, discussions, and collaborative activities, participants will be able to implement quality instructional practices that they can apply in their own classrooms.

[Presentation](#)

[Instructor Guide](#)

[Participant Workbook](#)

Domain-Based Unit Writing

This training will guide participants in designing a comprehensive unit that leverages Core Knowledge content, promotes active student engagement, and facilitates vocabulary acquisition.

[Presentation](#)

[Instructor Guide](#)

[Participant Workbook](#)

Close Reading in the Early Grades

This presentation will support participants with developing close reading opportunities in the early grades.

[Presentation](#)

[Participant Workbook](#)



Related Resources and Programs

Materials and Programs	GRADES	TYPE
Core Knowledge Sequence	P–8	Teacher Resource
Core Knowledge Language Arts Program (CKLA)	P–5	Curriculum Materials
Core Knowledge History and Geography Program (CKHG)	3–5	Curriculum Materials <i>(additional grades to come)</i>
Sequence Starter Kits	P–5	Teacher Resource
Core Knowledge Teacher Handbooks	P–5	Teacher Resource
Core Classics Series	4–8	Curriculum Materials
Core Classics Teacher Guides	4–8	Teacher Resource
Core Knowledge Partners and Other Vendors	P–8	Third-Party Resource
Classic Stories as Told by Jim Weiss	P–8	Third-Party Resource
Education On Demand: High-Quality Video Resources	P–8	Third-Party Resource
Recommended Trade Book Listing	P–8	Third-Party Resource
Scholastic Core Knowledge Libraries	P–8	Third-Party Resource
American Reading Company Support Sets	P–2	Third-Party Resource
Booksource Text Collections	K–3	Third-Party Resource

Related Resources and Programs, continued

Teaching and Instructional Design	GRADE(S)	TYPE
Core Practices of Effective Teaching (pages 22–24)	P–8	Teacher Resource
Technology Selection Guidelines	P–8	Teacher Resource
Read-Aloud Selection Checklist	P–8	Teacher Resource
Meaningful Instruction Lesson Plan Template	P–8	Teacher Resource
Domain-Based Unit (DBU) Template	P–8	Teacher Resource
DBU Self-Reflection and Assessment Tool	P–8	Teacher Resource
Meaningful Instruction Sample: Elementary School Lesson	1	Teacher Resource
CKLA Implementation Resources Guide	P–5	Curriculum Materials & Teacher Resource
Teacher-Created Sample Units and Lessons	P–8	Third-Party Resource
Alignments to Standards and Programs	GRADES	TYPE
Common Core State Standards for Math	K–8	Alignment
Common Core State Standards for ELA	K–5	Alignment
Common Core State Standards for ELA	6–8	Alignment
Next Generation Science Standards (NGSS)	K–5	Alignment
High-Level Comparison of Core Knowledge Science Domains to the NGSS Topics	P–8	Alignment
Guidelines for Creating Your Own Alignment	K–8	Teacher Resource

Frequently Asked Questions

[How do I teach Core Knowledge content or implement a Core Knowledge program?](#)

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[Why doesn't the Core Knowledge Sequence include guidelines for special areas such as Physical Education, Technology, or Drama?](#)

[Can teachers pick and choose which topics to teach and which to leave out?](#)

[How can I get started in my classroom?](#)

Read more **FAQs about Core Knowledge Implementation**



Introducing a Read-Aloud
[Watch this classroom in action now!](#)

Enhance Your Implementation

Whether you begin implementing Core Knowledge using the *Sequence* or the Core Knowledge Language Arts program, the resources aligned to both can help you to enhance your learning environment and meet your students' needs.

? Anchor Video Presentation

What It Means to Be a Core Knowledge School

This presentation introduces the [Guide to Effective Implementation of Core Knowledge](#), as well as the Foundation's efforts to define what implementation with fidelity looks like in action. The best schools undergo concerted and collaborative efforts to continuously improve how they use the Core Knowledge approach to meet their students' needs. You can also learn more in the Core Implementation Practices section of this guide (page 6).

? Turnkey Professional Development Kits

COMING SOON

Check back to this guide for updates and additions to our library of resources and turnkey professional development kits. Trainings, such as our **New Teacher Orientation**, will be added as we convert our training materials into turnkey kits.



[Sample Domain-Based Units from CKLA](#)

Related Resources and Programs

TITLE	GRADES	TYPE
Scaffolding Instruction for ELLs: Resource Guide for ELA	K–5	Teacher Resource
Read-Aloud Support Sets from the American Reading Company	P–2	Third-Party Resource
Classic Stories as Told by Jim Weiss	P–8	Third-Party Resource
Stories by Jim Weiss - Alignment to CKLA	K–5	Third-Party Resource
Education On Demand: High-Quality Video Resources	K–5	Third-Party Resource
Core Knowledge Teacher Handbooks	K–5	Teacher Resource
What Your—Grader Needs to Know	K–5	Parent Resource

Additional Resources to Learn More

Frequently Asked Questions

[How can I enhance my practice of the Core Knowledge approach?](#)

[Who decided what’s in the Sequence?](#)

[Does the Core Knowledge Sequence teach respect for diverse peoples and cultures?](#)

[Why doesn’t the Core Knowledge Sequence include guidelines for special areas such as Physical Education, Technology, or Drama?](#)

[Can teachers pick and choose which topics to teach and which to leave out?](#)

[How can I help others in my community, school, district, or state to get started?](#)

Read more **FAQs about Core Knowledge Implementation**

Core Knowledge Language Arts P-5

The Core Knowledge Foundation is dedicated to making its materials and resources as widely available and as cost-effective as possible. To that end, almost the entirety of the **Core Knowledge Language Arts** program has been made available for free download. As we develop more comprehensive curricular resources in the future, we will continue to make these available for free, with low-cost purchase formats also available.

Download the CKLA Materials for Free

Visit our [Curriculum Download Manager](#) to download the preschool through grade 5 materials under a Creative Commons License. All units and student materials are available for grades P-3. In grades 4-5, four units for each grade are available for free download.

In addition to the open curriculum files, eighteen trade books are required to implement the CKLA Preschool program.



These titles include:

A Fruit Is a Suitcase for Seeds

Families

Flowers

Full, Full, Full of Love

Happy Birthday, Martin Luther King Jr.

Here Is the Southwestern Desert

Houses and Homes

Is Your Mama a Llama?

Life in a Pond

My Amazing Body

My Five Senses

See Me Grow

Shades of People

Sunflower House

The Three Horrid Little Pigs

What Do You Do with a Tail Like This?

Career Day

In the Woods: Who's Been Here?

These trade books can be purchased as a kit from the American Reading Company.

Visit <http://www.americanreading.com/core-knowledge>.



A Note About Additional Resources

We have been deliberate in our attempts to make the Core Knowledge materials widely available, and to license them in a manner that allows others to build on our work. We are happy to see a plethora of resources evolving on numerous websites, including Pinterest, YouTube, and Quizlet. The following considerations will help you discern the most helpful resources available:

- Are the materials factually accurate?
- Do the materials include or target the core vocabulary of the domain?
- Does the resource encourage or create opportunities for students to use domain-specific and general academic vocabulary aligned with core vocabulary?
- Beyond aligning with the Core Knowledge topics, do the materials enable students to learn or participate in practice that helps them achieve your measurable objectives?
- Do the materials adhere to the **Core Knowledge approach**? The key components of this approach include:

Content-rich instruction that focuses on building knowledge

Coherent learning progressions across units and lessons to leverage prior knowledge and skills

Cumulative building of domain knowledge and skills across the grades

Cross-curricular instruction that promotes critical and creative thinking

Use of formative assessments to inform instruction

Additional Considerations for Technology-Based Resources

- Does the resource engage the learner with content rather than with features of the medium or platform on which it is presented?
- Does the resource include illustrations, diagrams, primary source documents, and/or videos that enhance understanding of *Core Knowledge Sequence* content?
- Is the text displayed by the resource within the student's reading ability?
(i.e., decodable at an attainable level of text complexity)
- Is the audio narration presented by the resource aligned with the student's level of listening comprehension (i.e., above the student's own reading ability, but within his or her comprehension ability)?
- Does the resource encourage or create opportunities for students to use domain-specific and general academic vocabulary aligned with the Core Knowledge content and skill guidelines?



Additional Resources to Learn More

Why Content Matters

[Why Knowledge Matters](#), by E.D. Hirsch, Jr.

[“Teaching Content IS Teaching Reading,”](#) by Daniel T. Willingham (video)

[The Knowledge Matters Campaign](#)

[“The Origins of Knowledge-Based Learning: Q & A with E.D. Hirsch, Jr.”](#)
by Rebecca Rothbaum

[“Why Knowledge Building Makes the Difference in Reading Comprehension,”](#)
by Amplify Education

[“Building Knowledge,”](#) by E. D. Hirsch, Jr.

[“How Knowledge Helps,”](#) By Daniel T. Willingham

[“Knowledge at the Core,”](#) by the Thomas B. Fordham Institute

[“The Science of Learning,”](#) by Deans for Impact

[“Kids Love Knowing Stuff,”](#) by Karin Chenoweth

[“To Narrow the Achievement Gap, Teach Kids Knowledge in Elementary School,”](#)
by Natalie Wexler

[“Taken for Granted: Why Curriculum Content Is Like Oxygen,”](#) by Carolyn Gosse
& Lisa Hansel

The Connection to Vocabulary

[“The Word Gap,”](#) by Laura Colker

[“A Wealth of Words: The Key to Increasing Upward Mobility Is Expanding Vocabulary,”](#) by E. D. Hirsch, Jr.

Standards Are Not Curriculum

[“The 57 Most Important Words in Education Reform,”](#) by Robert Pondiscio (video)

[“It’s the Curriculum, Stupid,”](#) by Daniel T. Willingham

Reading Instruction

[*The Knowledge Deficit*, by E.D. Hirsch, Jr.](#)

[“Can Reading Comprehension Be Taught?” by Daniel T. Willingham and Gail Lovette](#)

[“Teaching Kids to Read,” by Ted Hirsch](#)

[“Literacy Is Knowledge,” by Robert Pondiscio](#)

[“Dialogic Teaching: Rethinking Language Use During Literature Discussions,” by Alina Reznitskaya](#)

Assessment

[“What a Difference a Word Makes: Assessment FOR Learning ...,” by Rick Stiggins and Jan Chappuis](#)

[“What Research Says About Balanced Assessment,” by Tracy A. Huebner](#)

[“Inside the Black Box: Raising Standards Through Classroom Assessment,” by Paul Black and Dylan Wiliam](#)

Other

[“21st Century Skills: The Challenges Ahead,” by Andrew J. Rotherham and Daniel T. Willingham](#)

[“Why Don’t Students Like School?” by Daniel T. Willingham](#)

[“Schooling Makes You Smarter,” by Richard Nisbett](#)

[“Lost in Wonderland”, by Karin Chenoweth](#)

[“Why Knowledge Counts More Than Skill”](#)

Share Your Story

Help us tell the stories of how you are making a difference for students using Core Knowledge. Stories like yours inspire and support others. Simply email your story with photos and/or video to info@coreknowledge.org to make a submission. Tell us about surprising or memorable moments with students, how Core Knowledge has impacted day-to-day classroom life, benefits to and new capabilities of your students, how you got started, etc. All stories are appreciated and welcomed!

If you send photos or video that include pictures of students, please make sure you have written permission from parents to share those pictures with us. Many schools already have standard photo permission forms, but if you need one you may use the Foundation's [Permission to Video/Photograph Form](#).

If your story is selected for sharing, a member of our staff will contact you about being interviewed for additional details for our website and/or social media sites including Facebook and Twitter.



Contact Us

[Send us a message now!](#)

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