Core Knowledge

English Language Arts

Grades K-2: Listening and Learning Strand
Core Knowledge Foundation

• Since 1986, Core Knowledge has been the leading national voice for content-rich literacy.

• Core Knowledge Founder E.D. Hirsch, Jr. provided the “intellectual DNA” of CCSS.

• Core Knowledge Foundation served as a consultant to the authors of CCSS ELA standards.

• Successful Pilot of K-2 Literacy Program in NYC Schools.
Two instructional strands:

- “Skills” Strand
- “Listening and Learning” Strand

Decoding (Skills) + Language Comprehension (Listening and Learning through Read-Alouds) provides students with the two keys needed to translate letters into words AND make sense of what they decode.
Decoding Skills

First Key

These are taught in the Skills Strand of Core Knowledge Language Arts:

• Focus on systematic, explicit instruction in synthetic phonics
• Sound to letter instruction
• Reading and writing taught in tandem, as inverse procedures
• Repeated oral reading of 100% decodable text to build fluency
These are taught in the Listening and Learning Strand of Core Knowledge Language Arts:

- Carefully sequenced oral read-alouds grouped into topically unified domains
- Read-Alouds include fiction and informational selections
- Focus on listening comprehension and text-based oral conversation
- Extension activities that incorporate drawing, dictation, and writing
“By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.”
## Year-long Scope and Sequence

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery Rhymes and Fables</td>
<td>Different Lands, Similar Stories</td>
<td>Fighting for a Cause</td>
</tr>
<tr>
<td>The Human Body: Five Senses</td>
<td>Fables and Stories</td>
<td>Fairy Tales and Tall Tales</td>
</tr>
<tr>
<td>Stories</td>
<td>The Human Body: Body Systems, Germs, Diseases, and Preventing Illness</td>
<td>Cycles in Nature</td>
</tr>
<tr>
<td>Plants</td>
<td>Early World Civilizations</td>
<td>Insects</td>
</tr>
<tr>
<td>Farms</td>
<td>Early American Civilizations</td>
<td>Ancient Greek Civilizations</td>
</tr>
<tr>
<td>Kings and Queens</td>
<td>Astronomy</td>
<td>Greek Myths</td>
</tr>
<tr>
<td>Seasons and Weather</td>
<td>Animals and Habitats</td>
<td>Early Asian Civilizations</td>
</tr>
<tr>
<td>Colonial Towns and Townspeople</td>
<td>Fairy Tales</td>
<td>Charlotte’s Web I &amp; II</td>
</tr>
<tr>
<td>Taking Care of the Earth</td>
<td>History of the Earth</td>
<td>Immigration</td>
</tr>
</tbody>
</table>

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“Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students.”
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Components of a Domain Unit

Each Domain Unit:

• stays on topic for 2 – 3 weeks.

• includes a different Read-Aloud about the domain topic each day.

• builds upon the language and concepts presented in prior domains.

• includes Read-Aloud texts that increase in complexity as the unit progresses.
Listening and Learning Lessons

**The Read-Aloud (35/40 minutes)**
- Introducing the Read-Aloud (10 min)
- Presenting the Read-Aloud (10/15 min)
- Discussing the Read-Aloud (15 min)
  - Comprehension Questions (10 min)
  - Word Work (5 min)

**Extension Activities (15/20 min)**
- These can be conducted later during the same day.
Overview of Assessments

- Individual student performance can be assessed by observation of student responses during classroom activities and/or completion of workbook pages.

- Opportunities for such assessment are noted in both the *Skills* and *Listening and Learning* Teacher Guides with a "囲".

- A score of 10 indicates excellent performance and a 0 indicates very poor performance.

- Tens Scores can be recorded on a chart like the one below.

- It’s easy to see which students need extra help.

<table>
<thead>
<tr>
<th>Tens Recording Chart</th>
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<tbody>
<tr>
<td>Use the following grid to record your Tens scores. Refer to page xv for the Tens Conversion Chart.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson/Activity Number</th>
<th>24/II</th>
<th>24/III</th>
<th>24/IV</th>
<th>24/V</th>
<th>25/II</th>
<th>25/III</th>
<th>25/IV</th>
<th>25/V</th>
<th>26/II</th>
<th>26/III</th>
<th>26/IV</th>
<th>27/III</th>
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</thead>
<tbody>
<tr>
<td>Rachel W.</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>1</td>
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<tr>
<td>Julianne M.</td>
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<td>9</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Rachel S.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
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</table>

Rachel needs extra help.
Reading to Learn: The 6 Shifts

- Balance of Informational and Literary Texts
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing from Sources
- Academic Vocabulary

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I. Why Listening and Learning?

- Students HEAR read aloud a balance of informational and fictional texts
- Cross-curricular instruction with domain-specific texts on science, history, & the arts read aloud
- Read-Aloud text complexity (L&L) Phonemic & syntactic complexity (SKILLS)
- Oral conversations around a common text
- Drawing and dictating, leading to short written works with increasing details.
- Oral exposure, through Read-Alouds to academic and domain-specific vocabulary

PLUS explicit, sequential, phonics instruction that begins orally

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Introducing the Read-Aloud

- Help students transition
- Set a purpose
- Activate background knowledge
- Preview domain vocabulary
Presenting the Read-Aloud

• Read the book as a **performance**: with expression, character voices, variation of tone and volume.

• Model **fluency**.

• Read at an **even pace** to allow students time to form mental pictures in their minds.

• Model **appreciation** and **joy** for reading.
Pausing to Interact

• Plan and ask **focusing & extending** questions that are **text-dependent**; provide **cues**;

• **Pause briefly**: Interact, Invite, & Refocus;

• Call for **correct** language, **complete** sentences, definitions, elaboration, **evidence** from text, or use of domain vocabulary;

• Use **visuals** to explain concepts;

• Highlight **key vocabulary** (tier 2/3) for discussion.

Shifts 2, 4, & 6

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Aligning Lesson Components

- Standard: Content & Skills
- Assessment
- Criteria for success
- Activities

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Extensions

Follow-up Activities:

• Completed later in the day (after Language Arts block)

• Last approximately twenty minutes

• Designed to reinforce language and domain vocabulary

• May make cross-curricular connections
Materials and Resources

**K-2 Curriculum:**
- Recommended Sequence
- Common Core Knowledge Posting Timeline
- List of Trade Books by Grade Level and Domain
- Domain Lessons and Materials

**Common Core State Standards and Resources**