

# CORE KNOWLEDGE Library


## Aligns to Title I, Part A


The purpose of *Title I, Part A – Improving Basic Programs* is to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **Core Knowledge Libraries** can support a schoolwide *Title I* program. The criteria are drawn from the December 2, 2002 *Title I Final Rules and Regulations*, posted at this site: <http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>


Key Criteria for Title I, Part A Funding	📖 Core Knowledge Libraries
<p>1. Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p><b>Core Knowledge Libraries</b> offer an outstanding collection of authentic children’s literature designed to support the Core Knowledge curriculum for Grades PreK-8. Based on the research-based <i>Core Knowledge Sequence</i>, these libraries include leveled books on a variety of cross-curricular topics that take students beyond functional literacy and provide them with a foundation in cultural literacy.</p> <p>All schools, even those not aligned with the Core Knowledge curriculum, will find these libraries help students meet State standards in a variety of content areas because they:</p> <ul style="list-style-type: none"> <li>• Build and reinforce vocabulary essential for later reading success.</li> <li>• Expose students to a broad range of historical, scientific, and cultural topics.</li> <li>• Deepen each student’s fund of information in critical content areas.</li> <li>• Create opportunities to practice reading and develop comprehension of diverse subjects.</li> <li>• Support research that shows the importance of integrating authentic trade books into the classroom.</li> <li>• Encourage partner reading and book discussion.</li> <li>• Offer a range of reading levels, including titles suitable for gifted students or enrichment.</li> </ul> <p>Each library is organized into three areas of recommended usage: Read Aloud, Read with Help, and Read Alone. A grade-specific Teacher Guide that introduces the philosophy of Core Knowledge and provides teachers with strategies for developing comprehension is also included.</p> <p style="text-align: right;"><i>(continued)</i></p>


If you have any questions about  
**Core Knowledge Libraries**  
or would like to place an order,  
please call your sales representative  
at **800-387-1437** or fax to  
**877-242-5865**.


Core Knowledge Libraries Alignment to Title I

Key Criteria for Title I, Part A Funding	 <b>Core Knowledge Libraries</b>
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, <i>Continued</i></p>	<p>Each of the eight <b>Core Knowledge Libraries</b> contain the following number of books, which offer a range of levels to meet the needs of all students:</p> <ul style="list-style-type: none"> <li>• <u>Grade PreK</u>: 80 books (40 titles, 2 copies each)</li> <li>• <u>Grade K and 1</u>: 160 books (80 titles, 2 copies each)</li> <li>• <u>Grade 2, 3, 4, and 5</u>: 120 books (60 titles, 2 copies each)</li> <li>• <u>Grade 6-8</u>: 120 books (60 titles, 2 copies each)</li> </ul>
<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State’s student academic standards</p>	<p><b>Core Knowledge Libraries</b> are designed to benefit all students, including low-achieving students and those at risk of not meeting the State’s student academic standards. The books included in these libraries were selected for their:</p> <ul style="list-style-type: none"> <li>• <u>Appropriateness to Level</u> – Variety of levels that can be read independently, with help, or aloud</li> <li>• <u>Scope of Coverage</u> – Topics that cover the whole of the core curriculum for elementary school students and represent a diversity of genres</li> <li>• <u>Academic Richness</u> – Information that will build, in each of the curricular areas represented, the essential background knowledge that students need for their future studies</li> <li>• <u>Richness of Vocabulary</u> – Essential reading vocabulary in key semantic domains</li> </ul> <p>The Teacher Guide offers ways to set up and use the libraries so students are engaged in a variety of ways.</p>
<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>By offering an outstanding collection of authentic children’s literature that builds foundational knowledge most essential for reading comprehension and aligned to the Core Knowledge curriculum, <b>Core Knowledge Libraries</b> can help close the reading achievement gap between high-performing children and low-performing, minority, and disadvantaged children.</p> <p>To ensure all students have access to the rich vocabulary and essential background knowledge, each grade-level collection includes books at a variety of levels, covering language arts, history, geography, visual arts, music, mathematics, and science, and organized into three areas of recommended usage:</p> <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for Title I, Part A Funding	 <b>Core Knowledge Libraries</b>
<p>Close the achievement gap between high- and low-performing children, <i>Continued</i></p>	<ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Read with Help</li> <li>• Read Alone</li> </ul> <p>The books in these collections were carefully categorized by a literacy expert to determine reading level and the support students would require.</p>
<p>4. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> <li>▪ Strengthen the core academic program</li> <li>▪ Provide an enriched and accelerated curriculum</li> <li>▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities</li> </ul>	<p>Core Knowledge is a school reform movement and curriculum for PreKindergarten through Grade 8. Both were created collaboratively by thousand of educators working under the guidance of the nonprofit, nonpartisan Core Knowledge Foundation. The Foundation’s goal is to promote excellence and equality in American education.</p> <p><b>Research Base</b></p> <p><b>Core Knowledge Libraries</b> provide a collection of key books in the six curriculum areas of the <i>Core Knowledge Sequence</i>. The research behind the Sequence can be found in the following resources:</p> <ul style="list-style-type: none"> <li>• <i>Cultural Literacy: What Every American Should Know</i> encapsulates the research on the shared background knowledge of educated Americans conducted by E.D. Hirsch, Jr., with assistance from James Trefil and Joseph Kett.</li> <li>• <i>The Core Knowledge Sequence</i> is a detailed outline of the knowledge-based curriculum to be taught to students in PreKindergarten to Grade 8 based on the extensive research done by the Core Knowledge Foundation.</li> </ul> <p>While the <b>Core Knowledge Libraries</b> follow the Core Knowledge curriculum, schools not following this curriculum can still benefit from the library. The books have been carefully chosen to build background knowledge in those domains considered to be most essential to later reading. All students will gain in subject-area knowledge, and most importantly, they will develop vocabulary essential for later reading success.</p> <p>In addition, the <b>Core Knowledge Libraries</b> are supported by research that shows the importance of integrating authentic trade books into the classroom including:</p> <ul style="list-style-type: none"> <li>• Highly effective literacy educators create print-rich classroom environments filled with lots of high-quality, diverse reading materials. (Morrow &amp; Gambrell, 2000)</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<ul style="list-style-type: none"><li>• Reading volume...significantly affects...general knowledge of the world, overall verbal ability, and academic achievement. (Shefelbine, 2000)</li><li>• Students who are exposed to real texts—books and stories rather than short passages in basal readers—and who respond to what they read perform better on standardized tests of reading achievement. (Wengilnsky, 2003)</li><li>• Literally hundreds of correlational studies suggest that the more children read, the better their fluency, vocabulary, and comprehension. (National Reading Panel, 2000)</li><li>• Twenty minutes of daily trade book reading beyond the regular reading program significantly increases students' reading achievement. (Block &amp; Reed, 2003)</li></ul> <p><b>Strengthen the core academic program</b></p> <p>Books in the <b>Core Knowledge Libraries</b> expose students to a broad range of historical, scientific, and cultural topics. Exposure to a wide array of subject matter is intended not only to develop background knowledge, or cultural literacy, but also increase students' reading abilities.</p> <p><u>Vocabulary</u> – As the National Reading Panel recognized, a key component of reading comprehension is mastery of vocabulary. The books in these libraries have been specifically chosen to build essential reading vocabulary in key semantic domains. Through exposure to these words and discussion of the topics, students will build vocabulary, useful now and for later reading success.</p> <p><u>Fluency</u> – Following the recommended usage – Read Aloud, Read with Help, Read Alone – for each book, students build fluency using the following strategies:</p> <ul style="list-style-type: none"><li>• Students listen to the teacher model fluent reading using correct phrasing and intonation.</li><li>• Students engage in echo reading by repeating lines that the teacher reads aloud.</li><li>• Students individually read a passage aloud several times with guidance and feedback from the teacher.</li><li>• Students independently practice reading high-frequency words and passages and then are timed by the teacher.</li><li>• After the teacher models fluent reading of a passage, students discuss what they noticed about the teacher's speed, accuracy, and expression.</li></ul> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><u>Comprehension</u> – E.D. Hirsch and the Core Knowledge Foundation believe that all children can become good readers if they have opportunities to learn the foundational knowledge that is most essential for reading comprehension. That body of knowledge was extensively research and is outlined in the <i>Core Knowledge Sequence: Content Guidelines K-8</i>. The books in the <b>Core Knowledge Libraries</b> have been carefully chosen to build background knowledge in those domains considered to be most essential to later reading, thus, assisting in the development of reading comprehension.</p> <p><u>Language Arts/English</u> – Books in the <b>Core Knowledge Libraries</b> build background knowledge across a diversity of domains of human thought and experience and thus develop reading comprehension over time. Based on the <i>Core Knowledge Sequence</i>, the topics covered by these books include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Oral Language</li><li>• Reading and Writing</li><li>• Writing, Grammar, and Usage</li><li>• Poetry</li><li>• Fiction, Nonfiction, and other Genres</li><li>• Saying and Phrases</li></ul> <p><u>History &amp; Geography</u> (in PreKindergarten called “Orientation in Time &amp; Space/ History &amp; Geography) – Books in these libraries build background knowledge across time periods and cultures. Based on the <i>Core Knowledge Sequence</i>, the topics covered by these books include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Orientation in Time &amp; Space</li><li>• Geography</li><li>• World History including but not limited to Early Civilizations, Mexico, Europe in the Middle Ages, Spread of Islam, African Kingdoms, Chinese Dynasties, Enlightenment, Industrialism, World Wars, and more</li><li>• American History from Native Americans to America Becoming a World Power, the Civil War, and more</li></ul> <p><u>Visual Arts</u> – Books in the <b>Core Knowledge Libraries</b> build background knowledge across a diversity of domains of human thought and experience. Based on the <i>Core Knowledge Sequence</i>, the topics covered by these books include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Creating Art</li><li>• Elements of Art</li><li>• Art History</li></ul> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><u>Music</u> (in PreKindergarten call “Music &amp; Movement) – Books in the <b>Core Knowledge Libraries</b> build background knowledge across a diversity of domains of human thought and experience. Based on the <i>Core Knowledge Sequence</i>, the topics covered by these books include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Listening and Singing, Moving, Understanding</li><li>• Elements of Music</li><li>• Songs</li><li>• Classical, American, Non-Western, and other kinds of Music</li></ul> <p><u>Mathematics</u> – Books in the <b>Core Knowledge Libraries</b> build background knowledge across a variety of functions and topics. Based on the <i>Core Knowledge Sequence</i>, the topics covered by these books include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Numbers and Number Sense</li><li>• Computation</li><li>• Probability and Statistics</li><li>• Geometry</li></ul> <p><u>Science</u> – Books in the <b>Core Knowledge Libraries</b> build background knowledge across a diversity of domains of human thought and experience. Based on the <i>Core Knowledge Sequence</i>, the topics covered by these books include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Animals</li><li>• Plants</li><li>• Humans</li><li>• Earth Science</li><li>• Science Biographies</li></ul> <p><b>Provide an enriched and accelerated curriculum</b></p> <p><b>Core Knowledge Libraries</b> enrich and accelerate curriculum with a variety of books carefully chosen to build background knowledge in those domains considered to be most essential to later reading.</p> <p>With synopses of each book included in the Teacher Guide, teachers can find the right book to enrich a topic and expand learning. These libraries take students beyond functional literacy and provide them with a foundation in cultural literacy.</p> <p><b>Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer program opportunities</b></p> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><b>Core Knowledge Libraries</b> can be flexibly implemented as a complement to the Core Knowledge curriculum, as a stand-alone supplemental curriculum, as a motivational independent reading program, or for after-school enrichment. The program can be used with the entire classroom, in small groups, and for independent reading.</p>
<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</p>	<p>Each <b>Core Knowledge Library</b> provides a Teacher Guide that includes a letter from E.D. Hirsch, Jr., an overview of Core Knowledge, information about how books were selected, and ideas for setting up and using the library.</p> <p>Book synopses further assist teachers in determining the best use for the books with their students and curriculum. The books are also categorized by appropriate usage:</p> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Read with Help</li> <li>• Read Alone</li> </ul> <p>The following books as well as others by E.D. Hirsch, Jr. and the Core Knowledge Foundation were the under pinnings for this library and are mentioned throughout the Teacher Guide. These offer professional development opportunities.</p> <ul style="list-style-type: none"> <li>• <i>The Core Knowledge Sequence: Content Guidelines K-8</i></li> <li>• <i>Cultural Literacy: What Every American Should Know</i></li> </ul>
<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>The <b>Core Knowledge Libraries</b> involve parents in their children's learning through multiple ways:</p> <ul style="list-style-type: none"> <li>• Students can borrow books and take them home to share with their families.</li> <li>• Students can proudly share their reading logs, reviews, and recommendations of books they read.</li> <li>• Students can build on their reading and extend their cultural literacy by discussing a given subject with their parents.</li> </ul>
<p>7. If appropriate, coordinate with other funding programs, including <i>Reading First</i></p>	<p><b>Core Knowledge Libraries</b> can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which this Scholastic product qualifies beyond Title I include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Title V, Part A – Innovative Programs</li> <li>• 21<sup>st</sup> Century Community Learning Centers</li> <li>• Reading First (grade-level K-3 libraries)</li> </ul>