Knowledge Type Analysis Guide

Write your know and do objective. See the example below:

> Students will deconstruct the author's word choice in X text in order to distinguish between the explicit support and inferential support.
>
> * substitute "in X text" with appropriate title.

Ask, "what content will students know at the end of the lesson?"
   List all of your declarative knowledge (DK) relevant to your objective then select the corresponding DK type from the drop down menu. See the example below:

> *Assumption Note*: students know the meaning of the words explicit, inference, inferential, and support. Students also should know how to determine the main purpose/idea/message of the text and the meaning of content specific vocabulary and word phrases.
>
> DK relevant to the objective: (1) key word choices; and (2) key word phrases.

Ask, "what skill and/or process will students be able to do at the end of the lesson?
   List all of your procedural knowledge (PK) relevant to your objective then select the corresponding PK type from the drop down menu. See the example below:

> *Assumption Note: students know the meaning of the words deconstruct and distinguish.
>
> PK knowledge relevant to the objective: (1) how to deconstruct words and phrases; and (2) how to distinguish between implicit and explicit words and phrases that are relevant to the main purpose of the text.

Questions to Ponder when Planning for Instruction

1. Are the assumptions correct? If not, what teaching is required prior to creating a plan for this objective?
2. What type(s) of declarative knowledge are being taught? (vocabulary descriptions)
3. What is the most effective way to teach vocabulary? (see "Acquisition and Integration: How to Make it Happen" blog post)
4. What type(s) of procedural knowledge are being taught? (skill)
5. What is the most effective way the most effective way to teach skills? (see "Acquisition and Integration: How to Make it Happen" blog post)