Exercise: Identify Knowledge Items

Work as a collaborative team to identify knowledge items aligned to your unwrapped standards. When ready, add these items, aligned to each unwrapped standard, to your PREP template. Your team might generate a list, reference a page number from a source (for example, a page in a textbook with engaging ways to begin a story, a diagram, or a list of vocabulary), or create a graphic organizer.

Be aware that sometimes a standard is lean and does not include all that it should in order to address it thoroughly. These knowledge items are therefore implied. For example, the standard "Use dialogue and description to develop experiences and events" requires teams to keep probing and repeatedly complete this sentence frame: *I want students to know . . .* (W.4.3b; NGA & CCSSO, 2010). For example, *I want students to know that dialogue should serve a purpose, such as moving the plot forward or showing characters' reactions. I want students to know types of dialogue or speaker tags—beginning, middle, end, or no tag.*

Use the following questions to guide this exercise.

- What should students know relative to a priority standard targeted for this lesson?

- What knowledge items do we expect students to know that are explicitly stated?

- Which knowledge items are implicit and require us to make inferences?