## **Corrective Loops with Declarative & Procedural Knowledge**

Effective corrective loops include two phases – instruction and practice.

## **General Tips**

- 1. To reduce the number of students needing correctives, delay the assessment until the time you sense that most students will do well based on your informal assessment based on your distributed practice activities and tasks which are continued into the next unit's time frame.
- 2. To generate ideas for corrective loops, ask yourself the question, "What have I and others I know done to learn material in lessons that we haven't known or have long since forgotten?" Whatever answers to this question surface, combine them with repetition and developmental adjustments to design tasks for your students.
- 3. Declarative Depend heavily on repetition, games, finding and defending connections, and finding and clarifying similarities and differences with other facts and concepts.
- 4. Procedural After needed instruction, depend heavily on repetition, repetition races against self, and articulation of "how" and "why" to develop understanding, transfer, proficiency and speed.

Possible Corrective Tools May Include...

Declarative Knowledge – Factual & Conceptual	Procedural Knowledge
<ol> <li>Make and use flash cards</li> <li>Use/write/say repetitively</li> <li>Vocab Power Grid</li> <li>Vocabulary card development, extensions and games</li> <li>No Peeking with Vocab or Concept Cards or Concept Sheets</li> <li>Concept card development, extensions and games</li> <li>Concept Sheets and extensions</li> <li>Concept Maps with Icons and Defense</li> <li>Icons with explanations and defenses</li> <li>Survey with Your Feet with defending positions and connections</li> <li>Concept Bundles</li> <li>Bracket Busters</li> <li>Read about from multiple sources – make notes, compare information from sources</li> <li>Watch videos and make notes, draw comparisons</li> <li>Identify and defend uses or applications in varying contexts</li> <li>Determine and defend similarities and differences with parallel concepts or applications</li> <li>Concept Connections</li> <li>Summarizing tools</li> </ol>	<ol> <li>T and π Charts</li> <li>Concept Sheets and extensions</li> <li>Sequence maps</li> <li>Flow charts</li> <li>One-on-one tutoring</li> <li>Concept Bundles</li> <li>Watching videos and make notes, draw comparisons</li> <li>Use/write/say repetitively</li> <li>Step-by-step processing</li> <li>Modeling exactly before transfer</li> <li>Summarizing tools</li> <li>Learning Support Systems</li> <li>Show Me / Convince me you understand how to get to this response use correct procedures</li> </ol>