

K-W-L Instruction Strategy

This strategy has been used in the following ABLE lesson(s):

Rent to Own - Reading Strategy

http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=170

Setting Goals for Success - Reading Strategy

http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=91

The Bill of Rights Today - Reading Strategy

http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=132

The Civil War - Reading Strategy

http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=144

Purpose: This strategy is designed to help students become more involved in reading expository material. As a group, students write out and/or discuss what they know, what questions they want answered, and what they have learned from reading the text.

Procedure:

1. Engage students in a discussion of what they as a group already know about the concept being introduced.
2. List what students know in the K column of the chart.
3. Note disagreements and questions in the W column as questions they want to have answered. If necessary, ask students what they want to learn and record responses (as questions) in the W column.
4. Direct students to read text and jot down information they learn as well as new questions that rise.
5. Engage students in a discussion of what they have learned from reading. Summarize the discussion in the L column of the chart.

K-W-L

What We <u>K</u> now	What We <u>W</u> ant to Find Out	What We <u>L</u> earn

Source: Ogle, D. (1986). *K-W-L: A teaching model that develops active reading of expository text. The Reading Teacher, 38, 564-570.*