

K-W-L

Why?

- * K-W-L activates students' prior knowledge or schema.
- * K-W-L provides students with a reason to read.
- * It requires students to summarize what they have learned.
- * It guides student thinking about text before, during, and after reading.
- * K-W-L works very well with informational, nonfiction text.
- * K-W-L can inform instruction and planning.

How?

- * Before reading a text or beginning a new thematic unit, ask students to brainstorm to show what they already know about the topic. This may be done as a whole class with the teacher recording responses.
- * Next, ask students to record what they want to know about the topic.
- * Students read and/or the thematic unit of instruction begins.
- * After reading or at the end of the unit, ask children to record what they have learned from reading.
- * Variations: Some teachers like to add an "H" to the process to generate a list of how they will find the answers (K-W-H-L). Other educators like to add an "S" to indicate what students still want to know after reading (K-W-L-S).

What I Know	What I Want to Know	What I Learned
I know! I Know!	What?	Aha!!
		