

## K-W-L

Students complete two portions of the *K-W-L* chart before reading (Ogle, 1986). This activity derives its name from the column labels on the chart: what we *know* about the topic, what we *want* to know from reading about the topic, and what we *learned* from reading. Pairs or small groups of students can work independently to complete the *K-W-L* activity; or the group can work together as a whole, with the teacher serving as recorder.

As with a brainstorming activity, the teacher begins a *K-W-L* discussion by providing a topic, key word, or phrase related to what students are about to read. They share what they already know about the topic and pose questions they want answered or issues they hope to learn more about. Notes are made in the *K* and *W* columns of the chart. After students read the text, they complete the third column by recording what they have learned. This may include answers to questions, information related to issues, or other information students find important or interesting. Students can use information from their *K-W-L* charts for writing, such as writing a summary, or to guide additional inquiry.

Betsy frequently uses *K-W-L* charts with her Title I students. She says the children enjoy sharing their knowledge before they read, and these discussions often offer her some effective incidental teaching opportunities: "Sometimes the ideas really come pouring out! After everyone has shared, we need to decide how to record children's ideas on the chart. So I say, 'Okay, how should I write this down?' and the students have to think back through the discussion and summarize and synthesize it so that we can decide what to record." Betsy also notes that sometimes children's questions about the topic (from the *W* column) aren't answered by the text selection. "This is good, in a way," she says. "If the kids are really curious, we find other resource books—a great reason for a trip to the library!"

Name \_\_\_\_\_ Date \_\_\_\_\_

### KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned

## KWL Charts Progress Monitoring

The next pages are an easy way to record & graph your reading comprehension progress monitoring data. Here are the steps to use them:

- 1. Collect 3 samples of the student's number of words circled correctly on a three minute probe (DAZE or MAZE). Circle these three numbers in the gray "baseline" section (one per column).**
- 2. Begin intervention.**
- 3. One time weekly, collect a sample of the student's number of words circled correctly on a three minute probe and circle that number in the white "intervention" section.**

### Tips:

*Date each data point in the first row of the table.*

*You may also record the number of errors along with the number of words circled correctly. This can be done on the same recording sheet and differentiated using a different colored pen or shape (e.g., triangle instead of circle).*

### Progress Monitoring: Frequency

Student Name: \_\_\_\_\_  
 Data Collected by: \_\_\_\_\_

Grade Level: \_\_\_\_\_  
 School Year: \_\_\_\_\_

Area Targeted: \_\_\_\_\_  
 \_\_\_\_\_

Goal: \_\_\_\_\_  
 \_\_\_\_\_

Date													
25	25	25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Baseline</b>			<b>Intervention</b>										