

## K-W-L

K-W-L (Know, Want to know, Learned) is a strategy that can be used to have students think about what they already know about a subject and what they would like to know. A chart is used to fill in the information with columns. In the first column for the “K” is to put information that is already known about the subject. The 2<sup>nd</sup> column is for the “W” to place questions that the students would like to know about the subject. The third column is for the “L” which the information that was learned, such as a review of the lesson. A sample chart would look similar to this:

| K | W | L |
|---|---|---|
|   |   |   |

### How to use

#### 1. Create K-W-L Chart

Prior to instruction create the K-W-L chart on board (smart board, white board, or chalk board for class to see). A sample of the chart is shown above. The chart needs plenty of space to be able to write the information the students come up with.

#### 2. Topic

The teacher needs to present the students with the subject or topic that they will be going over and discussing. After making sure that the students understand what will be discussed then the teacher can continue to the next step.

#### 3. Know (K)

For the K column the teacher will select students to provide information that they already know or think they know about the subject. The teacher then writes the information down making sure all students can see the information. Note: not everything that the students share may be written down it may take too long. Should allow for every student to share verbally throughout the process.

#### 4. Want to Know (W)

Once the K column has been completed the teacher should have the students look over that information and think about what they would like to know about the topic. Teacher then will continue to call on students to share their questions to write in the column. After this column is complete typically the lesson is provided, which could take longer than a day.

## **5. Learned (L)**

After the lesson on the topic for the K-W-L chart has been finished, then the teacher turns back to column L to review what has been learned. Note: it may be a day or a week later after the chart was started. Review of what was on the chart may need to be done. When completing the L column, the teacher selects students to verbally share what they have learned. After the chart has been completed the students can see if their prior knowledge was reinforced or changed and if their questions were answered.

## **When to use**

Some of the opportunities when using K-W-L would be beneficial would be:

- When exposing students to a new lesson
- When trying to figure out the overall baseline understanding the students may have about a subject
- When the first strategy needs modification to help students that still do not understand the lesson
- When presenting a new story or book to help students on comprehension
- When needing to have students practice oral communication, such as ELL students

## **Variations**

### **K-W-L Partners**

When using K-W-L with partners the same steps should be followed to obtain students information. The modification would be that students would have a partner to interact with and agree on what they would share with the class. This will help students that struggle in understand and need additional assistance in comprehension. The group could also have their own K-W-L chart that they write down to work on their writing, spelling, and reading.

### **K-W-L Groups**

In doing K-W-L in groups it would allow for groups to get together and come up with information they would like to share with class. In addition to grouping the students they could write on a large sticky and present their charts once they have completed them to the class.