

## K-W-L CHART

### Performance Standard 1B.D

Prepare a K-W-L chart, applying the following strategies while reading a nonfiction selection accordingly:

- *Inferring*: Accurately infer answers to four questions.
- *Identifying a purpose for reading*: Correctly chose purpose for reading and select appropriate information to answer all questions; list four or more questions in the “W” part of the chart.
- *Connecting prior knowledge*: List more than four things about the topic.
- *Comprehending*: List four or more answers in the “L” part of the chart.

### Procedures

1. *In order to understand reading strategies to improve understanding and fluency (1B)*, students should experience sufficient learning opportunities to develop the following skills:
  - Choose purposes for reading before and during reading.
  - Infer before, during, and after reading.
  - Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
  - Make connections to related topics or to other situations.
  - Clarify understanding continuously (read ahead, use visual clues) during reading.
  - Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
2. Have students review and discuss the K-W-L chart and the task to be completed and how the rubric will be used to evaluate it. Go through a K-W-L demonstration activity on the board with all students participating (see sample K-W-L chart).
3. Distribute copies of the K-W-L chart worksheet, which each student is to complete independently. Have each students choose a nonfiction text (or assign one) and complete the K and W portions of the chart drawing on prior knowledge and background knowledge. Ask students to list four things they know about the topic under “K” and four questions about things they would like to learn about under “W.” On the back of their K-W-L charts, ask student to make predictions to answer the questions they asked in the W part of the chart.
4. While they are reading the text, have students write answers to their questions under “L” on the chart as they find the information. Students should check their predictions for accuracy during reading to confirm or reject their original predictions. Students should indicate that information was not available in the reading selection to answer their questions. (See example.)
5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work follow

### Time Requirements

- Two class periods

### Resources

- Copies of the K-W-L chart
- Nonfiction text
- Technology if appropriate and available
- K-W-L Chart Rubric

Source: Adapted from *Invitations to Literacy, Level 3.2*, Boston, MA: Houghton Mifflin, 1997, p 129C.

## K-W-L CHART

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	<b>Inference</b>	<b>Purposes for Reading</b>	<b>Connecting Prior Knowledge</b>	<b>Comprehension</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Student accurately infers answers to 4 of his/her questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly chose purpose for reading and selected appropriate information to answer all of my questions.</li> <li>• Student listed 4 or more questions in the “W” part of the chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Student listed more than 4 things he/she knows about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly listed 4 or more answers in the “L” part of the chart.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Student accurately infers answers to 3 of his/her questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student usually correctly chose purpose for reading and selected appropriate information to answer 3 questions.</li> <li>• Student listed 3 questions in the “W” part of the chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Student listed 3 things he/she knows about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly listed 3 answers in the “L” part of the chart.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student accurately infers answers to 2 of his/her questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes correctly chose purpose for reading and selected appropriate information to answer 2 questions.</li> <li>• Student listed 2 questions in the “W” part of the chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Student listed 2 things he/she knows about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly listed 2 answers in the “L” part of the chart.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Student accurately infers answers to 1 or none of his/her questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student seldom correctly chose purpose for reading and selected appropriate information to answer 1 or none of the questions.</li> <li>• Student listed 1 or no questions in the “W” part of the chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Student listed 1 thing he/she knows about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly listed 1 or no answers in the “L” part of the chart.</li> </ul>
<b>Score</b>				

# SAMPLE K-W-L CHART

## TOPIC – TORNADOES

**K**

What I Know

Tornadoes are powerful storms.

The wind whirls in a circle.

Some states do not have tornadoes.

Tornadoes do not have snow in them.

**W**

What I Want to Learn

When do tornadoes happen?

What kind of damage do they do?

What should I do if a tornado comes?

Do we have tornadoes in our state?

**L**

What I Learned

Tornadoes happen during certain months.

They can injure people.

Seek shelter.

~~Yes, we do.~~  
This answer was not found in the article that I read.

## PRE- AND POST-READING PLAN

Selection Title:

Grandma Moses Painter of Rural America

Predictions/Inferences

Verification from Text

✓ I think she did pictures of outdoor scenes. I think she lived in the rural of America. I think she was 11 when she began painting. I think painting is her favorite hobby. From an older friend.

She is interested in painting outdoor scenes. She lived in New York then Virginia then New York. She began painting at about age 70 or so. Now she is 80 + painting outdoor scenes. She loves painting it's her favorite hobby. She taught herself to paint it.

**K**  
**What I Know**

She was a painter? She was old? She was born before Lincoln was president? She also lived to be 101?

**W**  
**What I Want To Learn**

What kind of painting did she do? Where did she live? How old was she when she began painting? Why does she only do paintings not any other things? How did she learn to paint?

**L**  
**What I Learned**

She was interested in outdoor scenes. She lived in Virginia for 20 yrs. & had 10 kids 5 died. Her husband died after 40 yrs. of marriage in 1927. When she was 80 a dealer asked her to come to New York City for an art show with her art. She was 88 and still painting. Her →

Grandma Moses

#12  
April 16 2002

K What I Know	W What I Want To Learn	L What I Learned
1 She died at 101	1 Where did she live?	1 She lived in New York
2 She was a painter	2 When did she start painting?	2 She started painting at the fiftys
3 She was old	3 Did she have children that painted too?	no.
4 She was born before Lincoln was president	4 Did she meet a president	4 Yes she met president Eisenhower
5 She lived on a farm	5 Did she witness a War?	5 She noticed the Civil war
	6 Did she get a award from any president?	6 She got a award from Harry Truman.

NAME \_\_\_\_\_

DATE

April 16 2002

PRE- AND POST-READING PLAN

Selection Title: Grandma Moses Painter of rural America

Predictions/Inferences

Verification from Text

1 I think she lived in a rural area.

1 She grew up in NY then moved to Virginia.

2 I think she started painting at 39 years old.

2 She was interested in painting at 7 then she started painting in the fiftys.

3 I think her children will paint too.

3 NO, they did not.

4 I think she will meet a president.

4 Yes she met president Eisenhower.

5 I think she will notice a war.

5 She noticed the Civil War.

6 did she get a award from any president.

6 She got a award from Harry Truman.