



COM-9

Intervention Activities Guide (IAG)
Blackline Masters



Comprehension | Reading Comprehension Strategies

COM-9 KWL Chart

Blackline Master available 
www.tpri.org

Students access background knowledge before they hear a text read, then reflect on what they learned afterwards.

MATERIALS: Book, KWL chart, marker

- 1 Create a KWL chart.
- 2 Explain the *K* stands for what readers already know about the story from studying its title and illustrations. Discuss what the students know and list it under the first column.
- 3 Explain the *W* stands for what readers want to know about the text. What students want to know is based on the questions or curiosity they have after reading the title and seeing the illustrations.

With students, brainstorm what they want to know and list it under the second column.

- 4 Explain the *L* stands for what readers learn from reading, and this column will be filled out after reading and discussing the book.
- 5 Read the book to the class.
- 6 Discuss what students learned and list it under the third column.

EXAMPLE:

What We K now	What We W ant to Know	What We L earned

VARIATION: After modeling this technique, students can use a KWL chart in small groups or individually. The chart can be laminated for daily use.

On the modified KWL chart below, students write *What I Already Know* in the first column. While reading, they write what the text says in the *What I Have Read* column. Students can compare their statements in a whole group discussion.

EXAMPLE:

What I Already Know	What I Have Read



PREPARATION OF MATERIALS: Select the chart which best suits your lesson. You may wish to enlarge the chart so that you can complete the activity with students during small group instruction.

	What We K now
	What We W ant to Know
	What We L earned

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What I Already Know

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What I Have Read