

KWL + Prosocial Twists

Adapted from sources cited and prosocial twists suggested by Beth Breneman, Ph.D., Consultant (ret.), California Department of Education; recommended for grades two through twelve.

KWL is a reading-thinking strategy that activates and builds on the student's prior knowledge and natural curiosity to learn more. Expressed as a chart with three columns, KWL requires a reader to identify what is *known* about a particular subject (*K*) and what the reader *wants* to know (*W*) before reading, and after-- what is *learned* as a result of reading the text (*L*).

A pro-social twist requires students to complete a WOWCH chart with three columns at the end of an extended unit of study: (*Wow!*) the most interesting things I learned; *Classmate(s)* I would like to teach this to & why (*C*); and *How* I'm going to be clear and Interesting (*H*). This activity culminates in all students taking turns teaching their fellow classmates and flows from another pro-social twist early in the year when students use a KWL chart as an organizer for getting to know a classmate's

interests. Resulting information is compiled in a classroom document for reference and for filling in the (*C*) column when students identify classmates with compatible interests they want to teach.

Goals

1. Help students activate background knowledge, learn how to set their own purposes for reading, and glean information from texts.
2. Promote active learning by having students teach their peers interesting information after completing a WOWCH chart.
3. Foster a community of inquiry.

Teacher Preparation

1. Select an informational passage or text appropriate to the grade level and reading ability of your students. Note manageable segments within the text.
2. Print and copy the KWL Chart on page 6 for the class, and write the KWL grid on an overhead transparency or chalkboard.
3. After students complete an extended unit of study, print and duplicate copies of the WOWCH Chart on page 7 and review the Prosocial Twists (pages 2-3).

Instructional Procedures for KWL

1. After listing the main topic of the selection at the top of the *K* column or above the grid (see Figure 1), activate background knowledge by brainstorming what students know about the topic. Students note on the KWL sheets what they think they know about the topic under *K*.
2. Guide students in generating questions they want answered as they read, and have them note their questions under *W*.
3. After a manageable segment (one or two paragraphs for struggling readers), have students pause to monitor their comprehension by checking for answers to their questions. As students continue reading, additional questions can be added to the *W* column.
4. As they read, students should note new information in the *L* portion of the worksheet.
5. After reading, students discuss what they learned from the passage.
6. Continue the use of KWL until a topic of study has been covered in some depth and students can employ the strategy independently with a variety of resources. As a follow-up have

students organize the content under their *L* columns into a graphic organizer and use it as the basis for writing a summary, a modification known as *KWL Plus*.

K	W	L
What I Know	What I Want to Know	What I Learned

Figure 1

Pro-social Twists

1. See page 6 to print and duplicate the KWL Chart. Early in the school year have students work in pairs and take turns completing the KWL chart about one another's reading and learning interests. Each student then writes a short blurb about her partner based on the KWL chart. The blurbs can be compiled into a notebook or classroom poster for reference i.e., when students list

classmates with compatible interests to teach in the WOWCH Chart (Figure 2 below & page 7 for printable copy).

2. At the conclusion of a unit of study, have students respond to the WOWCH chart. Guide students to select 1) the most interesting things they learned and list them under *Wow!* and 2) classmates they would like to teach these things to and why under (*C*).

3. Brainstorm ideas as a class about how to be clear and interesting, (such as defining vocabulary, organizing logically, and using illustrations). Guide students according to their needs as they complete *H* and prepare their final presentation materials.

4. Using the information under *C*, organize students into pairs and have them take turns teaching each other the most interesting things they learned.

Wow!	C	H
Most Interesting Things I Learned	Classmates I Would Like To Teach & Why	How I'm Going To Be Clear & Interesting

Figure 2

Relevant Common Core State Standards

Visit:

<http://www.corestandards.org/ELA-Literacy>

to see the K-12 English language arts standards for various grade levels which correspond by number to the College and Career Readiness Anchor Standards (CCR). The CCR and grade-specific standards are complements—the former providing broad standards, the latter, additional specificity. (There are additional standards that can be addressed through the use of KWL + Prosocial Twists.)

Anchor Standards for Reading: Key Ideas and Details

R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standards for Writing: Research to Build and Present Knowledge

W.7 Conduct short as well as

more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Anchor Standards for Speaking and Listening: Comprehension and Collaboration

SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standards for Speaking and Listening: Presentation of Knowledge and Ideas

SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

References & Further Resources

Carr, E., and D. Ogle. (April, 1987). K-W-L Plus: A Strategy for Comprehension and Summarization. *Journal of Reading*, 626-31.

Guccione, L. M. (2011). In a World of Mandates, Making Space for Inquiry. *The Reading Teacher*, 64(7), 515-519.

Ogle, D. M. (1986). K-W-L: A Teaching Model That Develops Active Reading of Expository Text. *Reading Teacher*, 39, 564-570.

Pritchard, R. & Breneman, B. (2000). *Strategic Teaching and Learning*. Sacramento: California Department of Education.

Name

Date

K What We Know	W What We Want To Learn	L What We Learned

Name

Date

WOW! Most Interesting Things I Learned	C Classmates I Would Like To Teach & Why	H How I Am Going To Be Clear & Interesting