

## K-W-L, K-W-L-PLUS, B-K-W-L-Q

**WHAT?** **K-W-L** is an instructional activity for assisting students in developing a framework and actively engaging students in constructing meaning from text. The basic instructional activity consists of three parts. First, readers identify what is **KNOWN** about a topic. Second, the readers identify what they **WANT** to know about the topic. Finally, the reader identifies what was **LEARNED** from reading the text. **K-W-L-PLUS** and **B-K-W-L-Q** are variations of this instructional activity.

**WHEN?** This instructional activity is used **Before, During, and After Reading**. In order to support the U-46 Literacy Roadmap, **K-W-L** is initially taught in kindergarten, **K-W-L-Plus** is introduced in grade three, and **B-K-W-L-Q** is introduced in grade six. Teachers can use these instructional activities in all content areas.

**WHY?** As a result of using this instructional activity the reader activates his prior knowledge for the topic, he becomes involved in setting the purposes for reading the text, he becomes more focused in reading the text, and the reader is more engaged in the reading process.

### **HOW?**

1. Select the text material for your students to read.
2. List the topic and/or key vocabulary from the text on the board or chart paper. Distribute K-W-L chart to each student.
3. Based on their experience/knowledge of topic and/or key vocabulary ask students to tell what they know about the topic. Write student responses on the board, chart paper, or overhead in the first column marked What I Know. (See chart K-W-L).
4. Ask students to find ideas that go together. Develop headings/categories that describe the ideas. Place these headings/categories at the bottom of the K-W-L chart.
5. For each heading/category, have the students generate questions identifying what they would like to know. List student questions in the second column of the chart.
6. Have students read the text. During and after they read the text have them write down what they learned in the third column. Students should identify new categories of information that they learned.
7. As a group, have the students discuss what they learned from the text and recorded in the third column. Ask the students to revise their charts, making changes in their pre-reading knowledge. Ask students if they need to change any information from the first list. Together indicate with plus and minus signs information verified in the text (+) and incorrect information (-).
8. After completing steps 1-7 extend the learning process by adding the **PLUS**. Ask students to develop a concept map or graphic organizer integrating the information from the text.
9. Using the concept map or graphic organizer the students can write a summary of the text.

10. Ask students how this instructional activity helped them to better understand the text.

**B-K-W-L-Q** follows the same steps. However, two steps are added to the activity. **B** is for building background knowledge. **Q** is for new questions after the initial reading and prior to further reading.

1. The teacher reads a selection to students related to the topic for study other than the required text. This provides students with some background knowledge related to the topic. In the **B** column students describe or draw something about the topic.
2. Students' list new questions (**Q**) they have concerning the topic after the initial reading and prior to reading the required text.
3. Then students use the **K-W-L Plus** activity as outlined above.

#### **REFERENCE/FURTHER READING**

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