

**KWL**  
Reading Comprehension Strategy

**K-W-L** (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text.

**Why use KWL?**

K-W-L charts are graphic organisers that can help students to organise information before, during, and after a unit of learning or a lesson. They can be used to engage students in a new topic, to activate prior knowledge, to share learning intentions, and to monitor students' learning. They can be used individually but also to generate discussion in class.

**Suggested Learning Outcomes**

R 2. Read for a variety of purposes: learning, pleasure, research, comparison

R 3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate.

**Possible Key Skills**

- Communicating
- Being Literate
- Managing Myself
- Managing information and thinking

**Preparation**

You may wish to share a photocopiable resource if students are completing the KWL chart individually. Alternatively, you could use a whiteboard or large page to engage with the KWL as a whole-class activity.

**Instructions**

**Step One: 'K' stands for Know**

Prior to reading, ask students to think about and then list what they know about the topic before reading. Before looking at the text, think of keywords, terms, or phrases about the topic. Ask students to record these in the 'K' column of their chart until they cannot think of more.

You might engage the group in a discussion about what they wrote in the 'K' column.

**Step Two: 'W' stands for Will/Want**

During this second stage, ask students to list a series of questions concerning what they want to know more about or what they are curious about, based upon what they listed in K. Invite students to preview any table of contents, headings, pictures, charts or anything else that might be appropriate to the text. Invite students to list some thoughts on what they want or expect to learn, generally or specifically. Ask students to turn all sentences into questions before writing them down. Questions will help to focus students' attention during reading.

**Step Three: 'L' stands for Learned**

The final stage is to answer your questions, as well as to list what new information you have learned. This can be done either while students are reading or after they have finished. Check it against the W column, what you wanted to learn. We can move the learning forward by asking students 'is there anything else that you would like to find out?' and 'how might you do this?'

KWL CHART

K: what I know	W: what I want to know	L: what I've learned