K-W-H-L Chart

ABOUT THE STRATEGY

K-W-H-L CHART is a graphic organizer that tracks what a student knows (K), what a student wants to know (W), how a student will find the information, and what a student has learned (L) about a topic. It is used before, during, and after reading a text and/or conducting research. This strategy supports students' comprehension by activating students' background knowledge, setting a purpose for reading / researching, planning for how to find information, and tracking students' knowledge about a topic.

IMPLEMENTATION OF THE STRATEGY

− Establish the purpose of the K-W-H-L chart.
− Before reading, ask students leading questions for the K-W-H columns of the chart: "What do you already 'know' about this topic?" "What things do you 'want' to learn about the topic, so you can focus your reading / research?" "How will you 'learn' this information?"
− As students read, have them complete the L column of the chart. After reading, have students fill in any additional information. Scaffold as needed. Prompt thinking: "What did you 'learn' from doing your research?"
− Model the use of the graphic organizer with the students, using a class text and a think aloud to illustrate your thinking; scaffold as needed.

MEASURING PROGRESS

− Teacher observation
− Conferring
− Student self-reflection
− Graphic organizer post-reading as assessment

RESEARCH

Dexter, D. D., & Hughes, C. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. *Learning Disability Quarterly*, 34(2), 51-72.

Kim, A., Vaughn, S., Wanzek, J., & Wei, S. (2008). Graphic organizers and their effects on the reading comprehension of students with LD: A synthesis of research. *Journal of Learning Disabilities*, 37(2), 105-118.

Little, D. C., & Box, J. A. (2011). The use of a specific schema theory strategy-semantic mapping to facilitate vocabulary development and comprehension for at-risk reader. *Reading Improvement*, 48(1), 24-31.

K-W-H-L Chart

Select a text you want to read or a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. In the third column, write how you will learn the information. After you have completed your text or research, write what you learned in the fourth column.

What I **K**now	What I **W**ant to Know	**H**ow Will I Learn	What I **L**earned