**KWL Chart**

The KWL chart is a graphic organizer that contains 3 columns that helps students organize their knowledge about a topic into categories. Students begin by assessing what they already know about a topic in the “K” section. Students then begin to create questions about what they want to learn about the topic, or what they think they will learn about the topic. Finally, after completing reading, students will fill out the third column and document what they have learned about the topic.

**How Does It Work?**

1. On the chalkboard, on an overhead, on a handout, or on students' individual clean sheets, three columns should be drawn.
2. Label Column 1 **K**, Column 2 **W**, Column 3 **L**.
3. Before reading (or viewing or listening), students fill in the **Know** column with words, terms, or phrases from their background or prior knowledge. If you are having them draw on a topic previously learned, then the K column may be topic-related. But if the topic is something brand-new, and they don't know anything (or much) about it, you should use the K column to have them bringing to mind a similar, analogous, or broader idea.
4. Then have students predict what they might learn about the topic, which might follow a quick glance at the topic headings, pictures, and charts that are found in the reading. This helps set their purpose for reading and focuses their attention on key ideas.
5. Alternatively, you might have students put in the middle column what they want to learn about the topic.
6. After reading, students should fill in their new knowledge gained from reading the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they actually read anything. This is the stage of metacognition: did they get it or not?

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| **K****What I Know** | **W****What I Want to Know** | **L****What I’ve Learned** |
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**An Adaptation of the KWL Chart---KWHL Chart**

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| **K****What I Know** | **W****What I Want to Know** | **H****How I Will Find Information** | **L****What I’ve Learned** |
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