

Activities and Procedures for Use with Expository Text

The following are some procedures teachers use to help students improve their comprehension of expository texts.

K-W-L³⁹

The purpose of the K-W-L procedures is to help students become good readers by learning to do the things that good readers do. Specifically it helps students learn to activate their background knowledge and to set purposes for reading.

KWL stands for determining What I **K**now, What I **W**ant to Learn, and reviewing What I Have **L**earned. The following chart shows the steps in each part of the procedure:

What I Know	What I Want To Learn	What I Learned
Students discuss what they already know about a topic in the text they will be reading. The teacher has students list ideas and concepts related to the topic, then has them organize their ideas into broad categories.	Students discuss what they want to learn from reading the text and write down specific questions that they think may be answered in the text.	After reading the text, students discuss what they learned from it. They next write what they learned and answer student-generated questions about topics that were addressed in the text.

As they confirm the information in the Know column of the chart, students relate new information gained from their reading to knowledge they already have. As they generate questions for the Want column, they learn to set their own purposes for reading. Further, because they are reading to answer their own questions, students are more likely actively to monitor their comprehension. By putting information in their own words for the Learned column, students better understand what they know and what they do not know. Proceeding through these steps reinforces students' learning from text, involves them in doing what good readers do, and teaches them about their own reading processes.

*Comprehension
Instruction*

³⁹ Ogle, D.M. (1986). *K-W-L: A teaching model that develops active reading of expository text*. *The Reading Teacher*, 39, 564-570.

Ogle, D.M. (1989). *The know, want to know, learn strategy*. In K.D. Muth (Ed.), *Children's comprehension of text: Research into practice* (pp. 205-233). Newark, DE: International Reading Association.