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# GEORGIA | PEACH STATE PATHWAYS

## Career, Technical, & Agricultural Education

# FOUNDATION SKILLS

**PATHWAY:** All Pathways

**COURSE:** All CTAE Courses

**UNIT 2.7:** Know; Want to Know; Learned

# INTRODUCTION

**Annotation:** Briefly describe the unit topics, tasks, methods, etc.

Students will learn a reading comprehension strategy called Know; Want to Know; Learned (KWL). Students will be presented with an information passage and asked to document what they already know about it, what they would like to know, and, after reading the passage, what they did learn.

**Grade(s):**

| | |
|---|---|
| X | 9th |
| X | 10th |
| X | 11th |
| X | 12th |

**Time:** One 50 minute period.

**Author:** Georgia Agriculture Education Curriculum

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

# FOCUS STANDARDS

**GPS Focus Standards:** Please list the standard and elements covered.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

**GPS Academic Standards:**

**National / Local Standards / Industry / ISTE:**

ESS02.01: Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

# UNDERSTANDINGS & GOALS

**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will reinforce reading skills by accessing prior vocational knowledge, reading for specific information, and processing vocational information after it has been read.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?
- How does prior knowledge of a subject aid reading comprehension?
- How does outlining what you want to learn from a passage aid reading comprehension?
- How does recalling what you learned from a passage aid reading comprehension?
- How can the "KWL" strategy lead to further research?

**Knowledge from this Unit:** Factual information.

- Students will recall information read in this unit.
- Students will define the "KWL" strategy and how it is used.

**Skills from this Unit:** Performance.

- Students will increase reading comprehension.
- Students will apply prior knowledge of a subject to a reading assignment.
- Students will process information to determine the next step in information gathering.

# ✔ ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

| | |
|---|---|
| _____ | Pre-test |
| _____ | Objective assessment - multiple-choice, true- false, etc. |
| | __ Quizzes/Tests |
| | __ Unit test |
| _____ | Group project |
| _____ | Individual project |
| _____ | Self-assessment - May include practice quizzes, games, simulations, checklists, etc. |
| | __ Self-check rubrics |
| | __ Self-check during writing/planning process |
| | __ Journal reflections on concepts, personal experiences and impact on one's life |
| | __ Reflect on evaluations of work from teachers, business partners, and competition judges |
| | __ Academic prompts |
| | __ Practice quizzes/tests |
| _____ | Subjective assessment/Informal observations |
| | __ Essay tests |
| | __ Observe students working with partners |
| | __ Observe students role playing |
| _____ | Peer-assessment |
| | __ Peer editing & commentary of products/projects/presentations using rubrics |
| | __ Peer editing and/or critiquing |
| X | Dialogue and Discussion |
| | __ Student/teacher conferences |
| | __ Partner and small group discussions |
| | _X_ Whole group discussions |
| | __ Interaction with/feedback from community members/speakers and business partners |
| X | Constructed Responses |
| | _X_ Chart good reading/writing/listening/speaking habits |
| | __ Application of skills to real-life situations/scenarios |
| _____ | Post-test |

**Assessment(s) Title:**     Know; Want to Know; Learned Activity

## Assessment(s) Description/Directions:

Below is a sample Know; Want to Know; Learned activity. Teachers may want to alter the activity by using an information passage relevant to the class subject. The handout at the end of this lesson can apply to any information passage.

**Activity**

1.  Before reading the passage, have students brainstorm what they know about the subject, focusing especially on the title of the article or graphics for clues about the information the article may contain. Write this information in the first column of the handout, labeled "K" for what the student already knows

about the subject. Information may be expanded upon as a class.

2. Have students pose questions they would like to have answered about the subject or information they would like to know more about (see handout). This information inquiry should be listed in the second column of the handout, labeled "W" for what the student would like to know. This information may also be expounded upon as a class or the teacher may include items they deem as important to the topic.

3. Individually, students should read the article, making notes in the third column of the handout, labeled "L" for what they have learned. This section is designed for, but not limited to, the questions the students posed in the "W" column. Students may also include further questions about the topic that may have developed from their reading. If so, the teacher may choose a fourth and optional step in the "KWL" process.

4. OPTIONAL: Students may include more questions about the topic that they may want to explore further. This is an excellent way to lead into research.

5. Encourage students to review how much they learned from reading the text. Point out their questions that were answered. Allow them to use their KWL chart as notes on evaluation.

## Evaluation

Design your own test, presenting applicable scenarios for students to apply information.

**Attachments for Assessment(s):** Please list.

FS-2.7 Handouts

# ✅ LEARNING EXPERIENCES

**Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.**

## Sequence of Instruction

**1.** Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

**2.** Review Essential Questions.

- How does prior knowledge of a subject aid reading comprehension?

- How does outlining what you want to learn from a passage aid reading comprehension?

- How does recalling what you learned from a passage aid reading comprehension?

- How can the "KWL" strategy lead to further research?

**3.** Discussion

Explain to students how the know, want to know, learned method improves reading comprehension.

**4.** Assessment Activity.

**Attachments for Learning Experiences:** Please list.

FS-2.7 Handouts

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.
This strategy should be used with longer reading assignments. Articles, sections of the textbook or other information-intense information can be used with this activity. Ideally, the first step would be done individually and expanded upon as a class. The last two steps would be done individually. There is also an optional fourth step that could be helpful for preparing students to research a particular subject.

Information comes from: *Agricultural Research.* U.S. Department of Agricultural April 1996 "High-Tech: Flattens the Bottom Line"

# CULMINATING PERFORMANCE TASK (Optional)

**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:** Please list.

# UNIT RESOURCES

**Web Resources:**

**Attachment(s):**

**Materials & Equipment:**

**What 21st Century Technology was used in this unit:**

| | | | | | |
|---|---|---|---|---|---|
| ☐ | Slide Show Software | ☐ | Graphing Software | ☐ | Audio File(s) |
| ☐ | Interactive Whiteboard | ☐ | Calculator | ☐ | Graphic Organizer |
| ☐ | Student Response System | ☐ | Desktop Publishing | ☐ | Image File(s) |
| ☐ | Web Design Software | ☐ | Blog | ☐ | Video |
| ☐ | Animation Software | ☐ | Wiki | ☐ | Electronic Game or Puzzle Maker |
| ☐ | Email | ☐ | Website | | |