organizer, or students are directed to compare their work in cooperative groups. Optionally, the graphic organizer (GO) may be used as a writing prompt. For example, the GO may be divided into sections, with each section assigned to a small group of students. Each group then works together on their portion of the organizer to “retranslate” it from pictorial form into a connected paragraph or to add some deeper level of understanding and research on the topic.

The next strategy is a familiar one to many students and teachers.

**Know-Want to Know-Learned Plus (KWL+)**

KWL is traceable to Emmet Betts’ (1957) cornerstone text, Foundations of Reading Instruction (654), and closely parallels the effective reading-learning process. More recently researched by Eileen Carr and Donna Ogle (1987), it can be used as a total lesson plan since it has prereading, guided silent reading, and postreading components. Its most significant contribution, however, is in activating prior knowledge in such a way that it stirs students to be able to say what they **Know (K)**, realize what it is they **Want (W)** to know from the textual material, and what they have **Learned (L)** following reading. The **Plus** refers to the mapping or summarizing step that seemed to provide the additional active ingredient that an earlier version of this method needed to bring about more predictable benefits.

**Steps in KWL+**

**Before Reading**

**Step 1** The teacher helps students “brainstorm” what they know about a topic. The information is noted in the “K” (Know) column of a three-column chart.

**Step 2** Students categorize information they have generated and anticipate categories of information that they may find in the selection.

**Step 3** The teacher models categorizing by “thinking aloud” while combining and classifying information.

**Step 4** Students generate a list of questions they want answered as they read. Questions are written in the “W” column of the KWL chart.

**Silent Reading**

**Step 5** During reading, students pause to answer the questions raised in the “want to know” list. (New questions can be added as they read.)
Step 6  Students list things they have learned while reading.

Postreading

Step 7  Discussion of what was learned takes place, and questions raised before reading are reviewed to determine whether they were resolved.

Follow-up

Step 8  Students are guided in developing a graphic organizer for the information from their “learned” list.

A KWL lesson offers several opportunities for having students work collaboratively in pairs or small groups. The next method also is a good way to get kids talking—constructively and creatively.

Guided Reading Procedure

This method addresses the most frequent problem identified in weak comprehension. Poor readers tend to view reading as something that one should be able to do effortlessly: When they attempt to read, they do not actively engage in constructing meaning (Paris & Oka, 1989). They do not make plans or vary their strategies as they read (Walker, 2000), nor do they dig in and intensify their effort as needed, probably so as not to signal that they are struggling where others may appear to be cruising. This becomes a social-psychological and metacognitive paradox that is difficult to readjust. The Guided Reading Procedure (GRP) was developed to demonstrate to such “trapped” low-achieving students that they could greatly increase their reading comprehension by fortifying themselves with confidence-building self-determination (Manzo, 1975a). It does this by having students experience a reading-learning activity in which, by self-monitoring their level of attention, concentration, and commitment, they actually do comprehend and remember more information than they typically seem able to handle. This effect is further insured as a result of the repetitive nature of the GRP lesson, in which the facts and ideas in the selection are stated, repeated, and reviewed in various forms. Students, even those who were not willing or able to read the selection initially, acquire a firm grounding in the reconstructive-level information in the selection. Ideally, then, a new facilitating inner-script—that says, “you can do this, if you really try”—replaces the prior ones that tend toward variations on “don’t let anyone see how hard you need to try.”

In analyzing the steps of the GRP, notice that it guides students toward greater independence by stressing some of the most frequent but least taught requirements of school: factual reading, note-taking, organizing, and test preparation. Notice, too, how steps 4 and 8 reinforce metacognitive