

Name: \_\_\_\_\_

What I know	What I want to know	What I learned
K	W	L



**Building and Revising Schema Chart (BRS Chart)**  
**An Organizer for Non-Fiction Topic Studies**

<b>What I Think I Know</b>	<b>Confirmed by my Source</b>	<b>Revised by my Source</b>	<b>New Learning From my Source</b>	<b>What I Still Want to Learn</b>

**Notes:**

## K-W-L-S Chart

<b>Know</b> what I know about the topic	<b>Want to Know</b> what I want to know about the topic	<b>Source</b> where I learned about the topic-my source	<b>Learned</b> what I learned about the topic

Notes:

## Knowledge Organizer: Chart

CCSS Anchor Reading Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *This Graphic Organizer can be used to assess if completed independently, or as a learning guide.*

Title: \_\_\_\_\_

--	--

 *Summarize what your chart shows.*

Meet the standard:  
Check your work—is it  
✓ complete?  
✓ correct?  
✓ clear?

Exceed the Standard:  
*Write what you learned by  
doing this project.*

<b>What I KNOW</b>	<b>What I WANT to Know</b>	<b>What I LEARNED</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

Class Period \_\_\_\_\_

## KWL Chart on \_\_\_\_\_

**Directions:** Write your topic on the line above. Then, list the required information in the following areas as indicated.

What I **K**now

What I **W**ant to Know

What I **W**ant to **L**earn

## Predictions

To make predictions, use what you already know and clues (from the text, from your observations, etc.) to guess what will happen next.

Page	I predict...	What really happened...



Name \_\_\_\_\_

Plenty of Predictions

C.035.SSI

Prediction	Confirm or Contradict	Why?
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	

# Name \_\_\_\_\_

Agree to Disagree

C.034.SS3

Title	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.									
Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree

Name \_\_\_\_\_

C.034.SS2

Agree to Disagree

Before Reading		After Reading		
Statement	Agree or Disagree	Page #	Were you right? (yes/no)	Why?
1.				
2.				
3.				
4.				
5.				
6.				
7.				

# Name \_\_\_\_\_

Agree to Disagree

C.034.SSI

Before Reading		After Reading
1. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
2. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
3. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
4. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
5. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
6. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
7. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
8. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
9. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
10. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

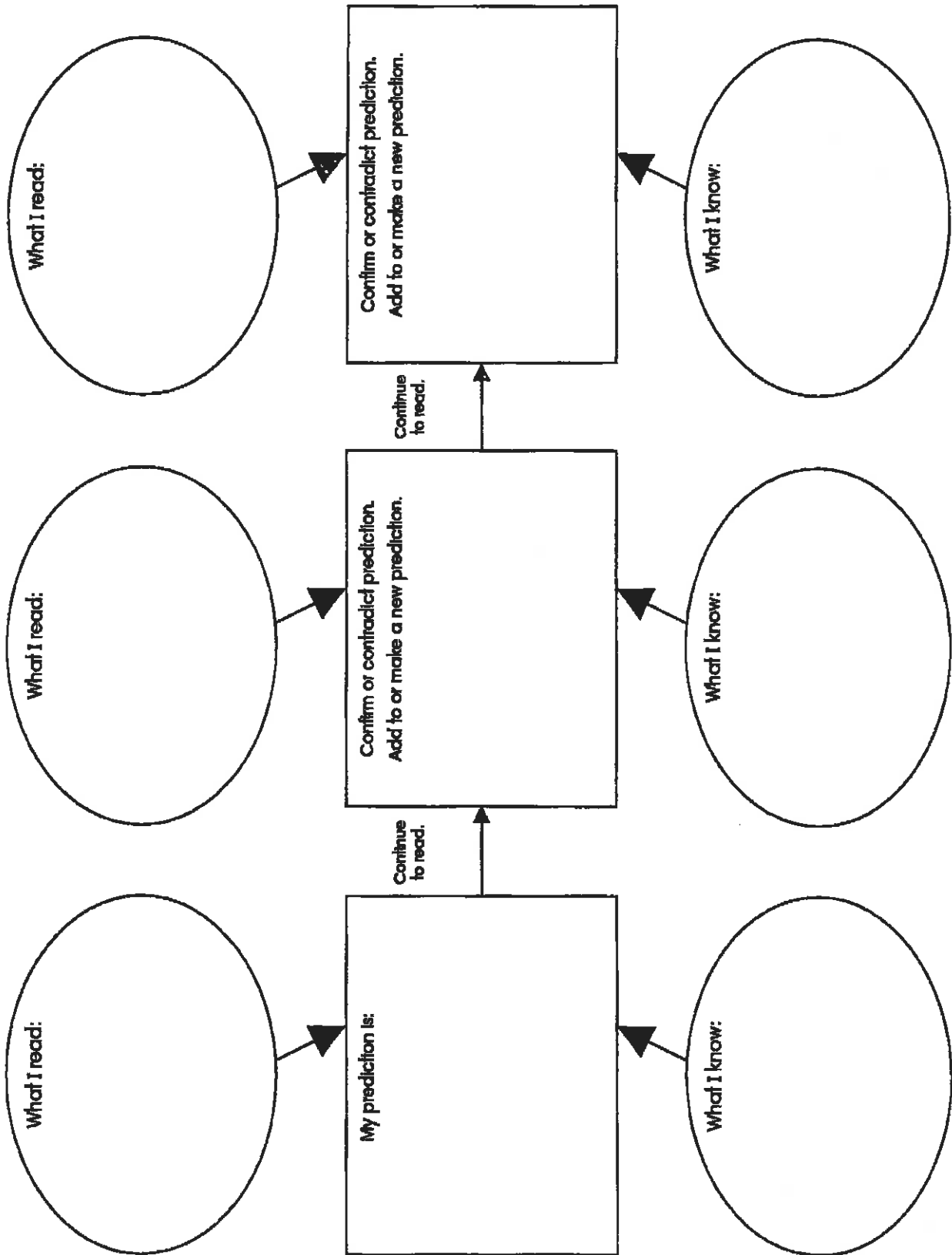
Name \_\_\_\_\_

C.035.SS2

Plenty of Predictions

<b>Confirm Predictions</b> Was your prediction correct? <i>Why or why not?</i>				
<b>Support Predictions</b> What supports your prediction? (i.e., prior knowledge and information from the text)				
<b>Make Predictions</b> What will happen in the text?				

Name \_\_\_\_\_



Name \_\_\_\_\_

Read and Respond

C.042.SS4

Title/Topic: \_\_\_\_\_

Predict	Ask and Answer Questions	Clarify
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Summary _____ _____ _____		

Name \_\_\_\_\_

Read and Respond

C.042.SS3

Title/Topic: \_\_\_\_\_

Summary:

Make a prediction
What really happened

Make a prediction
What really happened

Make a prediction
What really happened

What I already know:



# Name \_\_\_\_\_

Read and Respond

C.042.SS2

**Title/Topic:**

**Summary:**

Ask a question	Answer the question
Ask a question	Answer the question
Ask a question	Answer the question
Ask a question	Answer the question

**What I already know:**

Name \_\_\_\_\_

Read and Respond

C.042.SSI

Title/Topic:

What I already know

Make a prediction

What really happened

Ask a question

Answer the question

Make a prediction

What really happened

Ask a question

Answer the question

Summary

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

# Follow the Clues

Can you predict what will happen next? Write the clues on the footsteps. Then write your prediction on the door.



Clue

Clue

Clue

Prediction



## Skills

Students will:

- + predict the outcome of a story
- + identify clues leading to an outcome
- + draw conclusions based on clues in a story

## Purpose

Making and then confirming or revising predictions helps readers to stay fully engaged in a story. As readers develop this skill, they use clues from the story and their own lives to predict how characters will behave and how key problems in the story will be solved. This organizer helps students identify clues in a story that will help them make reasonable predictions.

## How to Use the Organizer

Introduce the Follow the Clues organizer by asking how detectives go about solving mysteries. (They look for clues and draw conclusions from the clues.) Discuss how readers also use clues to help them make sense of what they are reading. Encourage students to predict how a story they are currently reading will end or how a major problem in the story will be solved. Suggest that they write their predictions on the door labeled "prediction." As students read, encourage them to record clues that either support or refute their prediction. If necessary, allow students to revise their predictions to reflect the clues they have found in the text.

## Examples

### Primary Grades

While reading *Ira Sleeps Over* aloud, a first-grade teacher asked her students to predict whether or not Ira would want to take his teddy bear on a sleep-over. As she read the story aloud, she asked students to suggest clues from the book that helped them make their predictions.

Name: Morcha Date: 5/15  
 Book: Ira Sleeps Over Author: Bernard Weber

**Follow the Clues**  
 Can you predict what will happen next? Write the clues on the footprints. Then write your prediction on the door.

Ira has never slept without his teddy bear.

Reggie wants to tell ghost stories.

Reggie gave his teddy bear.

Prediction  
Ira will want his teddy bear.

### Intermediate Grades

A fourth grader chose *Stone Fox* as an independent reading book. During reading conferences, the teacher asked him to predict the ending of the story. The student then completed the graphic organizer by filling in clues as he read. After he finished the book, he reviewed the clues and evaluated his prediction with the teacher.

Name: Jim Date: June 8  
 Book: Stone Fox Author: John R. Gardner

**Follow the Clues**  
 Can you predict what will happen next? Write the clues on the footprints. Then write your prediction on the door.

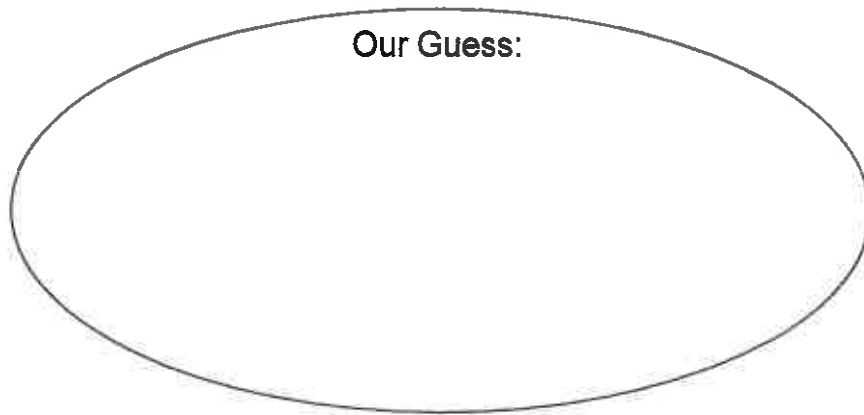
Willie and Searchlight start out far ahead of the others.

Willie has only one dog and a small sled so he can talk turns well.

Willie and Searchlight are the only ones to cross the lake.

Prediction  
Willie and Searchlight will win the race.

**Our Guess:**



**The Clues:**

