

# K-W-L Chart for “A Look through Time”

Topic:		
<b>What We Know</b>	<b>What We Want to Know</b>	<b>What We Learned</b>



<p style="text-align: center;"><b>PRODUCT CRITERIA</b></p>	<p style="text-align: center;"><b>PROCESS CRITERIA</b></p>
<p><b>FEATURES AND FORMAT</b> (The features and criteria should be developed by students and teacher based on real-world models of pamphlets. Some possible features to consider are...)</p> <p><b>Title and subtitles</b></p> <ul style="list-style-type: none"> <li>• list determined criteria here</li> </ul> <p><b>Pictures</b></p> <ul style="list-style-type: none"> <li>• list determined criteria here</li> </ul> <p><b>Maps, Charts, Timelines</b></p> <ul style="list-style-type: none"> <li>• list determined criteria here</li> </ul> <p><b>Other Features</b></p> <ul style="list-style-type: none"> <li>• list determined criteria here</li> </ul>	<p><b>WRITING PROCESS</b></p> <p><b>Paragraphs have been edited for:</b></p> <ul style="list-style-type: none"> <li>• correct spelling</li> <li>• correct use of punctuation</li> <li>• correct use of capitalization</li> <li>• correct paragraph indentation</li> <li>• correct formatting according to class criteria</li> </ul>
<p><b>CONTENT</b></p> <p><b>Expository paragraphs include ideas and details that...</b></p> <ul style="list-style-type: none"> <li>• are chronologically listed</li> <li>• highlight the influence of individuals, ideas, decisions, and events on county history</li> <li>• use broad categories of time such as year, decades, and centuries to explain how much time has passed since “Then”</li> </ul> <p><b>Resources used to gather information presented on the pamphlet should...</b></p> <ul style="list-style-type: none"> <li>• be referenced on the back page of the pamphlet, and</li> <li>• represent a variety* of appropriate reference materials (*two or more)</li> </ul>	<p><b>COOPERATIVE WORKERS</b></p> <p><b>Group and student behaviors should give evidence that students can...</b></p> <ul style="list-style-type: none"> <li>• assume assigned role(s) when working in groups <ul style="list-style-type: none"> <li>-choose or volunteer role in group</li> <li>-understand assigned role(s) in group tasks</li> <li>-perform assigned role(s) in a responsible manner</li> </ul> </li> <li>• contribute to group goals/work <ul style="list-style-type: none"> <li>-contribute relevant ideas to group</li> <li>-work in groups to complete task(s)</li> <li>-follow directions to achieve group goals successfully</li> <li>-behave in accordance with group rules</li> </ul> </li> <li>• motivate and energize group to complete tasks <ul style="list-style-type: none"> <li>-listen to other group members</li> <li>-give positive feedback to members</li> <li>-accept work and ideas from others positively</li> <li>-help others focus on group goals</li> <li>-encourage all members to participate</li> <li>-model behaviors that advance group goals</li> </ul> </li> </ul>