

**READY-SET-GO-WHOA!**  
**(VARIATION ON A K-W-L)**  
**FOR**  
***THEIR EYES WERE WATCHING GOD***

**PURPOSE OF THE STRATEGY:**

This strategy engages students so they actively learn from the texts they read. It focuses on what the students already know about the topic, what they want to know, and what they learn as a result of their using this strategy as they read. It is a great springboard for follow-up activities such as discussion, graphic organizers, or summaries to clarify and internalize what was read (Vacca 322). One of the great benefits is that as students become comfortable with this strategy it will hopefully affect their independent learning as well.

**DIRECTIONS:**

**STEP 1: Introduce the Strategy.** Introduce the strategy in conjunction with a new topic they will be studying. Explain why it is important for students to recognize what they know before because it affects how they study. It is also important to pay attention to questions that get answered or raised while reading. Following this introduction, the teacher will model the strategy for them.

**STEP 2: Identify what the students already know. (Ready)** Using the K-W-L format, brainstorm on an overhead the information they already know. Be sure to record everything they *think* they know about the topic. After the class brainstorming activity have the students write what they personally think they know about the topic.

**STEP 3: Brainstorm a list of questions. (Set)** Continue modeling the strategy including the things they want to know more about or that they wonder about the topic. Have the students record what they want to learn on their own sheet. This helps them remember that they should be asking questions about what they are learning.

**STEP 4: Read the selected text. (Go)** Have the students read the text and record new learning on their sheet. This can be done individually, in small groups, or as a class.

**STEP 5: Assess learning and questions raised. (Whoa)** Have students check their background knowledge against what they learned to identify what they really knew and what they didn't quite understand. Then have them record the questions they still have about the topic or what questions were raised by reading about the topic.

**ASSESSMENT:**

To assess this activity it would probably be most beneficial to have the students do some sort of follow-up activity to see if they can organize the information they have learned. They could write a summary about what they learned or it could be to just complete the graphic organizer. This not only helps check for understanding but helps the students internalize student learning.

# READY-SET-GO-WHOA!

Topic Harlem Renaissance

---

Ready	Set	Go	Whoa
What do I already know about the topic?	What do I want to learn?	What new information did I learn?	What questions do I still have about the topic?
<ul style="list-style-type: none"><li>• It was something to do with Black literature.</li><li>• Jazz was invented during this time.</li><li>• Langston Hughes wrote during this time.</li><li>• 1920's</li><li>• Included many forms of art not just literature</li></ul>	<ul style="list-style-type: none"><li>• What made it important?</li><li>• Who or what started this renaissance?</li><li>• Why is it called a renaissance?</li><li>• Did it really happen in Harlem?</li><li>• Who was affected by this event?</li></ul>		<ul style="list-style-type: none"><li>• What were the main effects?</li><li>• Who else was prominent at this time?</li><li>• What were peoples' reactions to all of this at the time?</li><li>• Why did this influence so many people?</li></ul>

# READY-SET-GO-WHOA!

Topic \_\_\_\_\_

<b>Ready</b>	<b>Set</b>	<b>Go</b>	<b>Whoa</b>
What do I already know about the topic?	What do I want to learn?	What new information did I learn?	What questions do I still have about the topic?

