Phase One—Shake Out, Vocabulary Development and Word Study

Consistent Practice

What is the Picture Word Inductive Model?

The PWIM is an inquiry-oriented language arts strategy that uses large photographs containing objects and actions to elicit words from children’s listening and speaking vocabularies, ideally integrating with a curricular connection to Science, Social Studies, or Health. Through this model, teachers will use student generated vocabulary to lead students into inquiring about words, studying word properties (discovering phonetic and structural principles), composing sentences, and writing paragraphs.

Teachers use the PWIM with classes, small groups, and individuals through observation and analysis in their study of reading, writing, comprehending, and composing.

Excerpts - Emily F. Calhoun

What should be consistent about the Picture Word Inductive Model?

Phase 1 – Shake Out, Vocabulary Development and Word Study

- Select a large real photograph connected to curricular outcomes (not animated pictures, collages or posters)
- Post on light colored paper prominently positioned in classroom, and at a level where students can access it easily
- Earlier PWIM cycles remain posted all year as a usable picture word dictionary “Shake out” 25-35 words neatly printed on the paper around the photo, in dark letters large enough to be seen across the classroom. Encourage the students to identify nouns, adjectives and verbs. The teacher may add a word or two which focuses on a particular word pattern or word property to which she/he will later teach
- Black marker lines connect the words to the objects in the photo
- Each student has own set of word cards. Often, teacher has a larger set to use for modeling
- Daily, the teacher leads the students in an on-going discovery discussion about the word properties and patterns found in the words, makes anchor charts about the words and leads the class in see-say-spell
How will we know when we are effectively and deeply implementing phase one of PWIM?

- Students will be physically matching their word cards to the PWIM chart.
- Teachers will be leading See Say Spell and guiding students to notice attributes for each word. (See “cues and conventions” in Sask. Curriculum)
- Teachers will be noticing and talking about word properties. (plurals, long vowel sounds, blends, rhyming words, word families, etc.)
- Students will be noticing and talking about word properties (plurals, long vowel sounds, blends, rhyming words, word families, etc.)
- Students may be working in pairs or small groups with their word cards. They may be using an organizer to display words they know and those they need to practice.
- The PWIM chart is a living document, and might have sticky notes, or other methods of adding new vocabulary as the cycle unfolds. Anchor charts displaying student thinking around word study will be visible. For example, anchor charts displaying word properties such as, long and short vowel words, beginning blend words, etc. might be on display.
How is the consistent practice of PWIM supported in the literature or in research?

- An effective English language arts program that develops students’ facility with language provides students with opportunities to: learn to use language, learn about language, learn through language. (Saskatchewan ELA Curriculum 2011)

- “Students become engaged in learning vocabulary when they participate in choosing words.” (Lenski & Lewis, 2008, p. 197)

- Learning occurs in interactive communication sessions with others – a reality that has huge implications for how language arts instruction is carried out in classrooms today. (Elliott & Woloshyn, 2013, p. 11)

- Helping children build vivid and vital vocabularies is a crucial goal in helping all children become the very best readers and writers they can be. A day-in-day-out vocabulary building component in the curriculum provides the foundation on which specific comprehension and writing skills can be built. (Cunningham and Allington 2007)

- The students offer their observations. In this way, students are being taught to study words and to pay close attention to how words look, how they sound and how they are spelled. “Phonics combines auditory and visual modes.” (Elliott & Woloshyn, 2013, p. 131)

- It is critical to remember that the goal of teaching vocabulary is ultimately to promote independent word learning skills. (Elliott & Woloshyn, 2013, p. 140)

- “Explicit modeling is used to show how ideas become words, sentences, and paragraphs, and is part of the year-long instruction on writing.” (Calhoun, 1999, p. 62)

What do I do or who can I talk to for support with phase one of PWIM?

- Talk to the teachers in your building who are experienced with PWIM
- Contact any member of the Literacy for Life support team
- Access the Literacy for Life portal
What evidence will I have that this is making a difference in student learning outcomes?

- Students will be able to read the words on the PWIM chart and from their word cards and talk about word patterns and word properties
- Students will be able to identify other words from other books which fit a certain word pattern and be able to explain why they fit the pattern
- Students will be able to transfer knowledge of word patterns and word properties in their “Just Right” books, in their PWIM words and in other words around the classroom, including previous cycles
- Students will use these words in their speaking, writing, and reading vocabularies.
- Students will be able to apply their knowledge of phonics and phonemic awareness when decoding new vocabulary and writing.

Resource List