Phase Two - Classifying and Analyzing Word Properties

Consistent Practice

What should be consistent about phase two of the PWIM?

*Phase 2 – Classifying and Analyzing Word Properties*

- Each student should have a set of word cards and use them daily
- Each student should have a dated record of examples of their categories. Classification
- Anchor charts of examples of classifying with word attributes
- Teachers should be modeling classifying, based on results of vocabulary and alphabet data as well as previous student samples
  - Students should be classifying for 20 minutes, finding multiple categories, at least three times a week, articulating their rationale.

How will we know when we are effectively and deeply implementing phase two of PWIM?

- Students will enjoy classifying and show evidence of higher level thinking when classifying
- Students will be able to articulate what they are doing, why it's important, and how it's helping them be better readers and writers
- Students will be able to talk about word properties (suffixes, plurals, syllables, etc.)
- Students will show growth in vocabulary acquisition, including decoding more difficult words, etc.
- Students will enjoy reading and will be able to read more complex texts
How is the consistent practice of PWIM supported in the literature or in research?

- Children love to learn about words and are fascinated by their growing ability to use them in new ways. To capitalize on this enthusiasm, I use the same strategies for teaching words as I use for teaching comprehension. Explicit instruction, modeling, reading high quality literature and children’s writing, and giving children time to practice real reading and writing are cornerstones of my teaching. Debbie Miller (2002)

- Enthusiasm is contagious. Teachers who are enthusiastic about words project that enthusiasm by conveying their eagerness to learn unfamiliar words and by sharing fascinating words they encounter outside the classroom. Open your class to wondering about words, to asking spontaneous questions about unfamiliar words, to making judgements about the sounds and values of words. Cunningham and Allington (2007)

- Nuthall (2005) claimed that students often needed three to four exposures to the learning – usually over several days - before there was a reasonable probability they would learn. pg. 186 Hattie (2009)

- Effective [vocabulary instruction] means that students learn the words, use the words and remember the words. Beers (2003)

- Children’s natural acquisition of language is a dimension of culture and brings with it a great sense of personal power and satisfaction as young learners receive communications and learn to put their ideas into words. E. Calhoun (1999)

- “We learn by seeking patterns and making generalizations. It was this pattern-seeking tendency rather than being told a series of rules for spoken language that helped us learn to speak and pronounce words correctly. Therefore, reading teachers should help students see language patterns, not deliver a set of phonic rules.” It goes on to say let students discover the patterns for themselves, don’t tell them! (Elliott & Woloshyn, 2013, p. 131)
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 a Literacy Coach
- Access Cues and Conventions in Saskatchewan ELA 2011 curriculum

What evidence will I have that this is making a difference in student learning outcomes?

- Students will be noticing and talking about interesting words, word patterns, word properties in their "Just Right" books, in their PWIM words and in other words around the classroom and previous cycles
- Students will use these words in their speaking, writing, and reading vocabularies
- Anchor charts displaying student thinking around word study should be visible
- Students will enjoy classifying and will often want to classify for longer than 20 minutes

Resource List