Phase Three - Titles, Topics and Main Ideas

Consistent Practice

We believe that given the right time and supports all students can learn to their full potential.

Phase Three - Titles, Topics and Main Ideas

What should be consistent about phase three of the Picture Word Inductive Model?

Phase 3 – Titles, Topics and Main Ideas

- PWIM photograph has a variety of actual titles vs. "PWIM Photo"
- Anchor chart of types of titles is visible
- Variety of titles are available through classroom library
- Students are able to title categories
- A title is a “promise”
- Student thinking is validated through the many samples of titles posted in the room
- Teaching of text features is an important aspect of teaching reading.

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

- Students begin to develop creative concise titles
- Students are noticing a variety of titles (one word, alliteration, repeating, rhyming...)
- Students demonstrate an understanding that the title is an indicator of what is to come (a title is a promise of what is to come)
- Students can explain why titling is important and how they use it in reading and writing
- Students begin to understand the reading/writing connection
How is the consistent practice of PWIM supported in the literature or in research?

- Titles, headings, framed text, and captions help focus readers as they sort important information from less important details. Nonfiction is one of the most accessible genres for reluctant and less experienced readers because the features scaffold the reader’s understanding. Harvey (2000)
- Readers use their knowledge of narrative and expository text features to make predictions about text organization and content. Miller (2002)
  - The ability to title and understanding the purpose of titles, is very important because it relates to reading comprehension strategies such as determining importance and synthesizing. Joyce (2005)
  - “Writing well does not begin with teaching students how to write; it begins with teaching students why they should write. Students who are taught how to write without being taught the real-world purposes behind authentic writing are much more likely to end up seeing writing as nothing more than a school activity.” (Gallagher, 2011, p. 7)
  - “Beyond teacher modeling in the classroom, my students benefit immensely from closely examining writing from the real world.” (Gallagher, 2011, p.20)

What do I do or who can I talk to for support with phase three 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
What evidence will I have that this is making a difference in student learning outcomes?

- Students are titling in their writing
- Students are able to use a meaningful title in their own writing
- Students are able to explain why titles are necessary in reading and writing
- Students are using titles as a way of organizing their writing

Resource List

- Gallagher, K. (2011). *Write Like This*. Stenhouse