Phase Five - Paragraphs

Consistent Practice

What should be consistent about phase five of the PWIM?

Phase 5–Paragraphs

- Teacher models the writing of at least one paragraph per PWIM cycle, using the students’ sentences to create the paragraph. As well, the teacher models how she/he combines, changes and adds to some of the sentences to communicate effectively with the reader.
- Teacher using mentor texts as models to improve paragraph writing.
- Teacher using read alouds, making curricular connections to the picture to build background knowledge so that students have much knowledge and information to share in their writing.
- The teacher paragraph is visible in the classroom.
- Anchor charts are visible to help students with word choice, sentences, etc.

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

- Paragraphs should become more complex from the read alouds and modelling.
- There should be a variety of paragraph structures in evidence in student writing.
- Improved fluency in reading paragraphs.
- Improved paragraph writing.
- More attention to word choice, flow.
- Students can talk about what makes a good paragraph: title, word choice, organization.
- Students can talk about how to organize and write a paragraph and how to choose words and sentences to get meaning across to the reader.
How is the consistent practice of PWIM supported in the literature or in research?

- “Thus, another major principle at work in the picture-word inductive model is that reading and writing are naturally connected and can be learned simultaneously...” Joyce, Weil & Calhoun (2009)
- “The PWIM is designed so that students use the speaking, writing, and reading connection and the reading and writing connection continuously as they participate.” Calhoun (1999)
- Explicit strategy instruction is an ongoing process that requires teachers to model, guide, and prompt students’ use of evidence-based reading and writing strategies. As part of the modelling process, teachers need to verbalize the steps in the strategy, as well as the parameters associated with its use, repeatedly. They often share relevant personal learning experiences related to using the reading strategy. They then provide students with opportunities to practice using the strategy, guiding their attempts until they can carry out the strategy independently. Elliott & Woloshyn (2013)
- It is important that they (students) begin putting their thoughts on paper, whatever the form. Your role is to honor what students are doing (even if their stories and accounts are repetitive or mundane), give them many opportunities to write and to read their work, surround them with written language, and encourage risk-taking and experimentation. Ruddell (2009)
- Students are often surprised to learn that their teachers also must put considerable effort into reading and writing activities and that the quality of their teachers’ work is also dependent on their use of effective strategic processes. Elliott & Woloshyn (2013)
What do I do or who can I talk to for support with phase five 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 write a variety of paragraphs
- Students will enjoy writing and will use writing as a way to convey information
- Students' writing will show evidence of whatever the teacher has modelled
- The length of students' writing will increase
- Students' reading and writing will improve

Resource List


