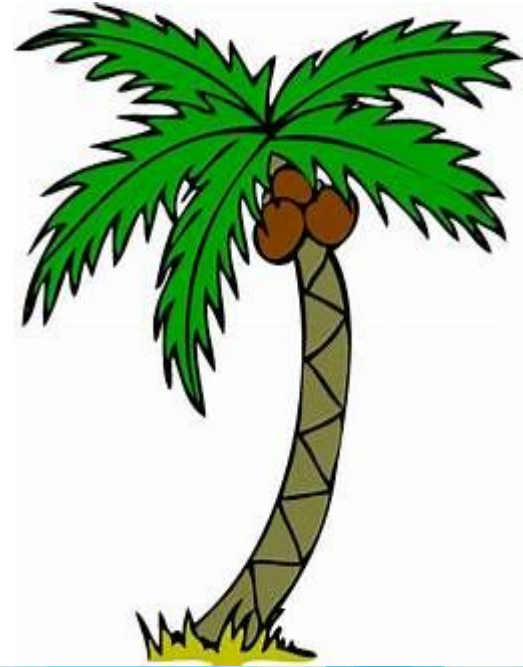


PWIM




PICTURE **W**ORD **I**NDUCTIVE **M**ODEL

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PWIM: RESEARCH-BASED STRATEGY

- PICTURE WORD INDUCTIVE MODEL

- BY EMILY CALHOUN (TEACHING BEGINNING READING AND WRITING WITH THE PICTURE WORD INDUCTIVE MODEL)

- Writing process
 - Content area literacy
 - Differentiation
- 

TEACHERS USE PWIM TO LEAD STUDENTS INTO...

- Inquiring about words
 - Adding words to their sight-reading and writing vocabularies
 - Discovering phonetic and structural principles
 - Using observation and analysis
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HOW DO WE IMPLEMENT PWIM?



STEP 1: SELECT PICTURE

- Choosing a high quality, content rich image is KEY
 - Base off students' interests
 - Topic for unit
 - Resources available - what do you have access to?





STEP 2: WORDS

- Students will identify vocabulary based on:
 - The image chosen
 - Background knowledge
- This step will differ depending on:
 - Grade level
 - Age
 - Ability
 - Purpose/Intent



Dolphin

Fish

Orange

SHAKE OUT MORE WORDS

- Students' vocabulary will grow as the unit progresses
 - Through Read Alouds
- Students will continuously add new words to the image
- Differentiation will play a role here
 - Students helping students
 - Matches all students' ability levels



Seawater

Blue

Stingray

Sea Turtle

Purple

Dolphin

Mom

Baby

Yellow

Clownfish

Orange

Coral

Fish

Striped

Starfish

CATEGORIZE WORDS

- The role of the students:
 - Categorize words freely
 - Explain their reasoning
 - Cooperative brainstorming
- Your role as the facilitator:
 - ASK QUESTIONS
 - Model activity and thinking (especially first time)



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STEP 3: SENTENCES

- Students will build the sentences based off of:
 - Patterns of categorization from the previous exercise
 - Coherent sentences from the topic and books covered in class



CATEGORIZE SENTENCES

- Students created sentences, now what?
 - Similar to how they categorized words
- Remember that your role is to facilitate
 - Model activity and thinking
 - Allow your students to think for themselves, do not think for them!
 - Ask Questions

STEP 4: PARAGRAPHS

- Students will form paragraphs based off the sentences they previously categorized
 - Paragraphs will be formed naturally based off of sentence categorization
 - Multiple (different) paragraphs will be formed

EXAMPLE OF POSSIBLE PARAGRAPHS

The big dolphin is a mom.

The little dolphin is a baby.

The baby dolphin stays close to its mom.

Seawater is salty.

Sea turtles drink sea water.

Fish drink sea water.

Fish can be yellow, blue, purple, and orange.

Fish live in the coral.

Some fish are striped.

A sea turtle lays eggs in the sand.

Sea turtles drink sea water.

Stingrays, sea turtles, and dolphins live together.

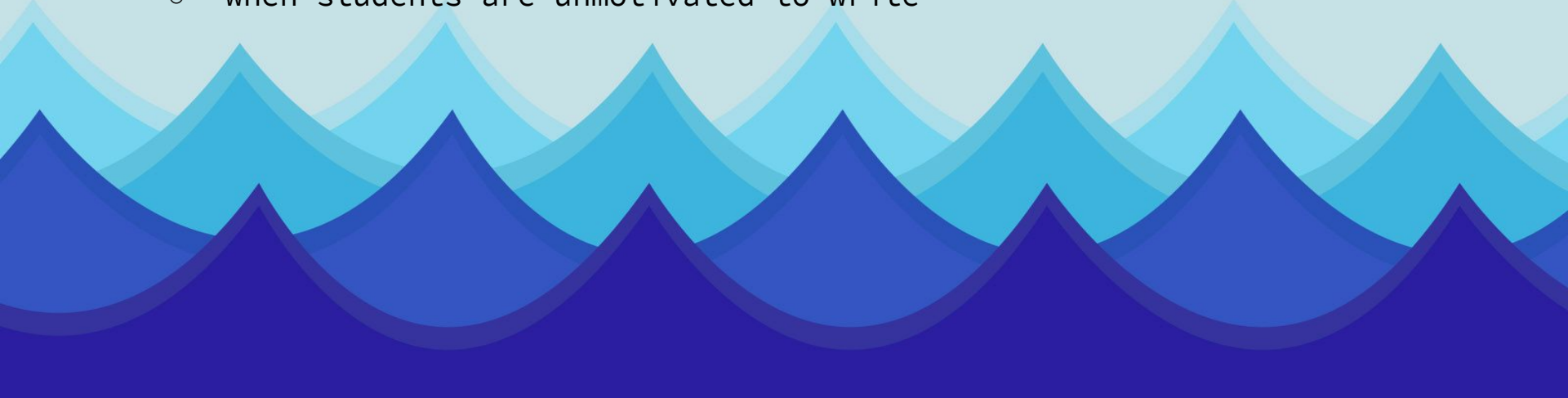
FINAL PRODUCT- WHAT IS THE GOAL?

- Students will
 - Build vocabulary
 - Discover writing as a process
 - Become fluent writers
 - Develop as readers
- Students will become CONFIDENT LEARNERS.

RESOURCES:

- Vocabulary
 - Background knowledge
 - Supplemental texts
 - Online sources
- Image/poster
 - Digital
 - Printed poster for room
 - Small/Large Poster
 - textbooks/workbooks
- Text
 - Libraries (school/classroom/local)
 - Online sources
 - Textbook/workbook

IMPLEMENTATION IN THE CLASSROOM:

- Where do we use PWIM?
 - Whole group, small group, and individual instruction
 - Across subject areas: Language Arts, Social Studies, and Science
 - When do we use PWIM?
 - When beginning a unit
 - When students are unmotivated to write
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IMPLEMENTATION IN YOUR CLASSROOM:

- What does PWIM look like in YOUR classroom?
 - Ask yourself:
 - What resources do you have available?
 - Who are the students in your classroom?
 - What is your intent?
 - What does your daily schedule look like?
- Ongoing Process

CONCLUSION:

- PWIM, the Picture Word Inductive Model, is a researched based strategy that emphasizes content area literacy through scaffolded student progress.
- Questions?

JUST KEEP
PWIMMING!

