



**FORDHAM UNIVERSITY**

THE JESUIT UNIVERSITY OF NEW YORK



# BUILDING LANGUAGE WITH THE PICTURE WORD INDUCTIVE MODEL

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NYC RBERN at Fordham University  
November 4, 2013

## WHAT DOES THE RESEARCH SAY ABOUT THE PICTURE WORD INDUCTIVE MODEL (PWIM)?

Vocabulary learning is effective when it entails **active engagement** that goes beyond definitional knowledge.

“When children ‘know’ a word, they not only know the word’s definition and its logical relationship with other words, they also know how the word functions in different contexts.”

Stahl and Kapinus (2001)



## WHAT IS THE PWIM?

Emily Calhoun (1998) developed (PWIM), based on strategies for language acquisition. It uses pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies (L1,L2).

This model helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words.



## WHAT IS THE PURPOSE OF PWIM?

The model is designed to capitalize on children's natural ability

- To play with words to build phonetic and structural analysis
- To observe and analyze words within the context of content area themes
- To think inductively and
- To make generalizations about the meaning of words and the ideas and concepts represented in the picture.

**The ultimate purpose of PWIM is:**

- **to support the transition between oral language and the written word, and**
- **to develop language acquisition while fostering the mastery of the conventions of language.**



## WHAT ARE THE ADVANTAGES OF PWIM?

According to Calhoun,

- The strategy **emphasizes phonics, grammar, mechanics, and usage of Standard English.**
- Pictures provide **authentic, concrete referents** for the learning of new words, phrases, and sentences.
- Because students are using **pictures related to content material** under study, they have the opportunity to use the words repeatedly in an authentic way. They feel a part of the classroom community and can **participate in class activities.**
- The picture **word chart** serves as an immediate reference to enable students to add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- **Students are assisted in seeing the patterns** and relationships of the English language, enabling them to apply this learning to newly encountered words.
- Students **hear and see words** spelled correctly and participate in the correct spelling and writing.
- Learners benefit from **the teacher modeling** of the key words and concepts. With extensive practice, they can begin to learn how to create sentences and paragraphs related to the subject under study.



# HOW CAN I IMPLEMENT PWIM?

The strategy can be used with a whole class, small groups, pairs, or individually.

Used effectively, the process will lead students into:

- **Inquiring about words and adding them to their vocabularies**
- Discovering phonetic and structural principles,
- Engaging in other reading and writing activities.

The **instructional sequence** of the model **cycles and recycles** through the following activities:

- Students study the picture and identify what they see
- The teacher labels, reads and reviews the words generated
- Together they classify the words according to properties
- And develop titles, sentences and paragraphs about their picture.

The length of the units and the number of lessons depends on:

- **the richness of the picture**
- the age and language development of the students, and
- the language objectives of the teacher.

The full sequence of the PWIM model may take three days or up a month.

While some skills can be taught explicitly, PWIM is designed to capitalize on a student's ability to **think inductively**.



## WHAT ARE THE STEPS OF THE PWIM?

The teacher will:

1. Choose a picture from a big book, magazine, or Google images.
2. Ask students, "What do you see?" to elicit words.
3. Label the objects in the picture, repeating the word.
4. Direct students to spell and say the word out loud.
5. Ask, "What do these words have in common?" Next, read and group the words by commonalities on a chart. (categorize)
6. Review the chart by reading it and saying the words and their spelling aloud. (continue to read as a class over a series of days)
7. Ask, "Can you think of more words to describe the picture?" Chart any additional words.
8. Ask, "What would be a good title for the picture?" Discuss and record the title.
9. Ask students, "What can we say about this picture? What sentences can we write?"
10. Record and work together to group alike sentences.
11. Rearrange the sentences into a paragraph, describing aloud why you are putting sentences in a particular position in the paragraph.
12. Read together a few times.

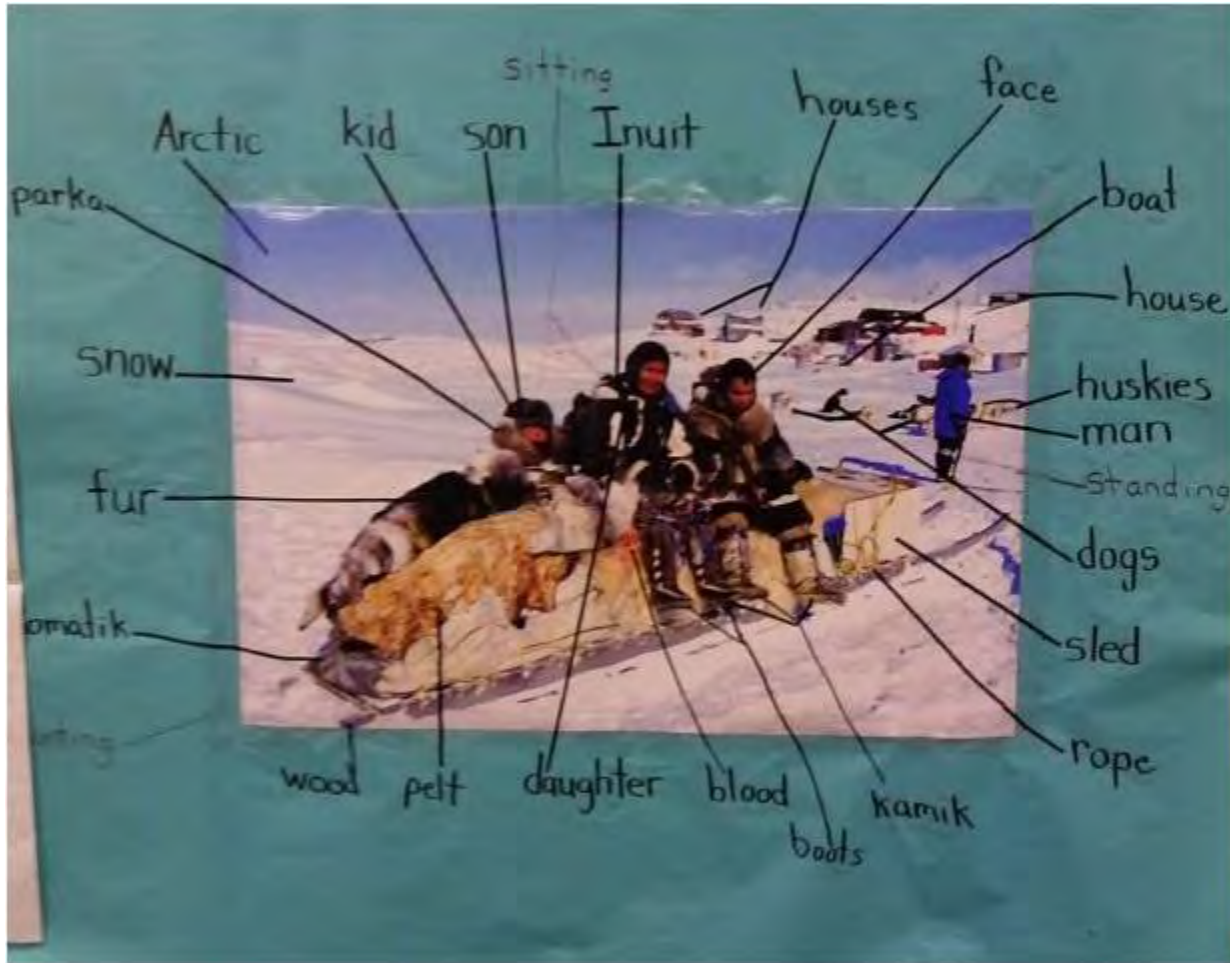


LET'S PRACTICE USING PWIM.





# HOW DO YOU BUILD ACADEMIC LANGUAGE USING PWIM?



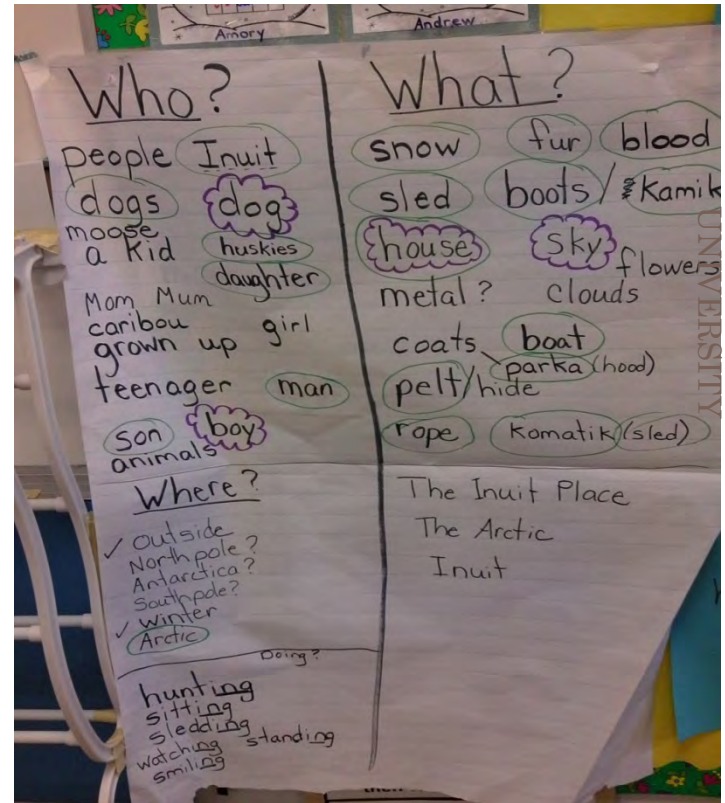
## MORE ON THE PROCESS OF PWIM

For several days, the class continued to:

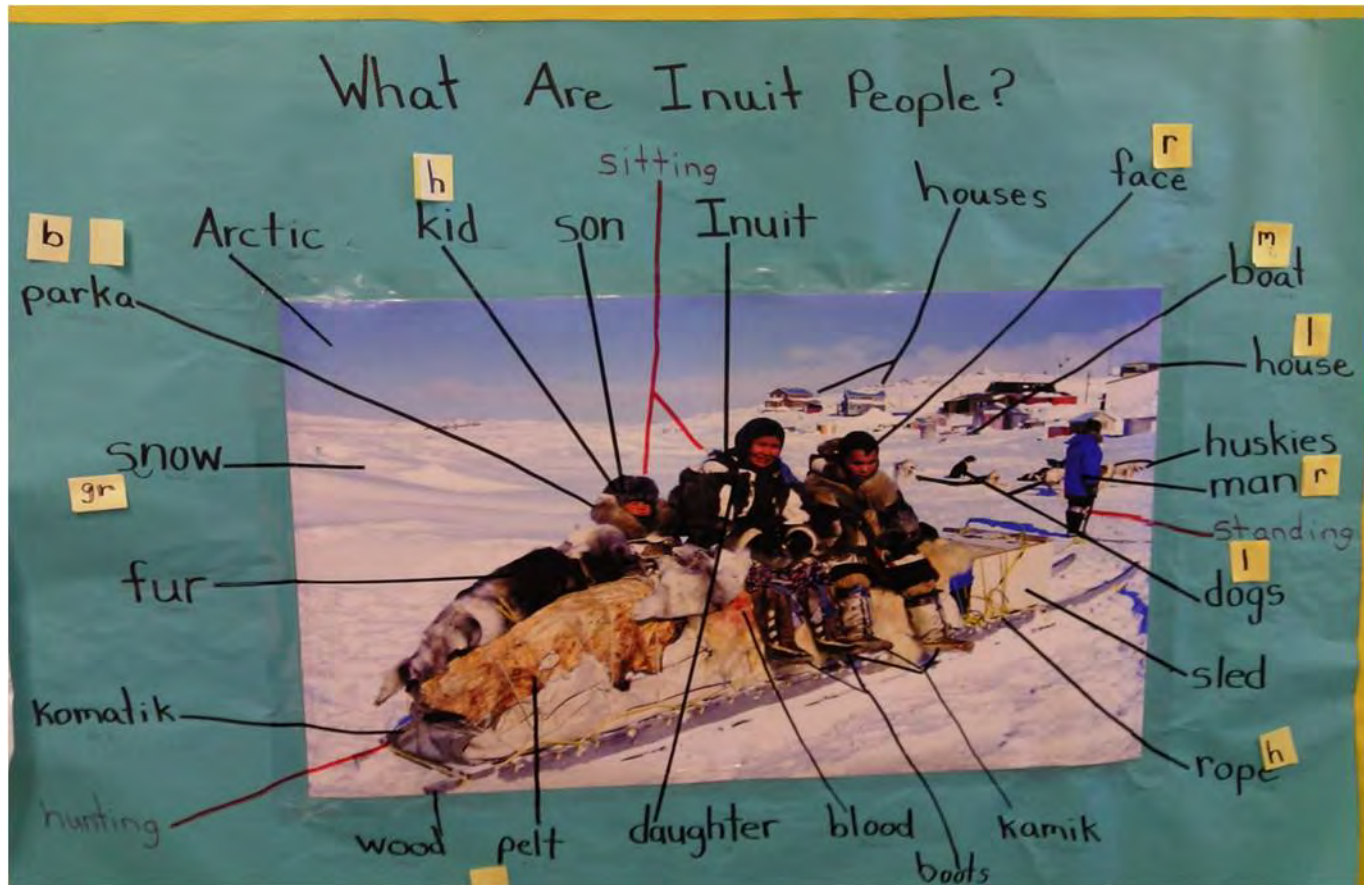
- study the picture
- engage in multiple interactive read aloud activities
- ask questions, and
- co-create an anchor chart to categorize who /what/ where/when words.

The anchor chart is developed through a **great deal of conversation about books on the same theme.**

For example, the word Inuit came from a read aloud.



# HOW DO YOU FOCUS ON PHONEMIC AWARENESS AND WORD STRUCTURE?



# HOW IS THE WORD STUDY DEVELOPED?

## Word Study

| <u>Vowels</u> | short             | long                |
|---------------|-------------------|---------------------|
| a             | man<br>standing   | face                |
| e             | sled pelt         |                     |
| i             | kid Inuit sitting |                     |
| o             | son               | boat rope snow dogs |
| u             | fur hunting       |                     |

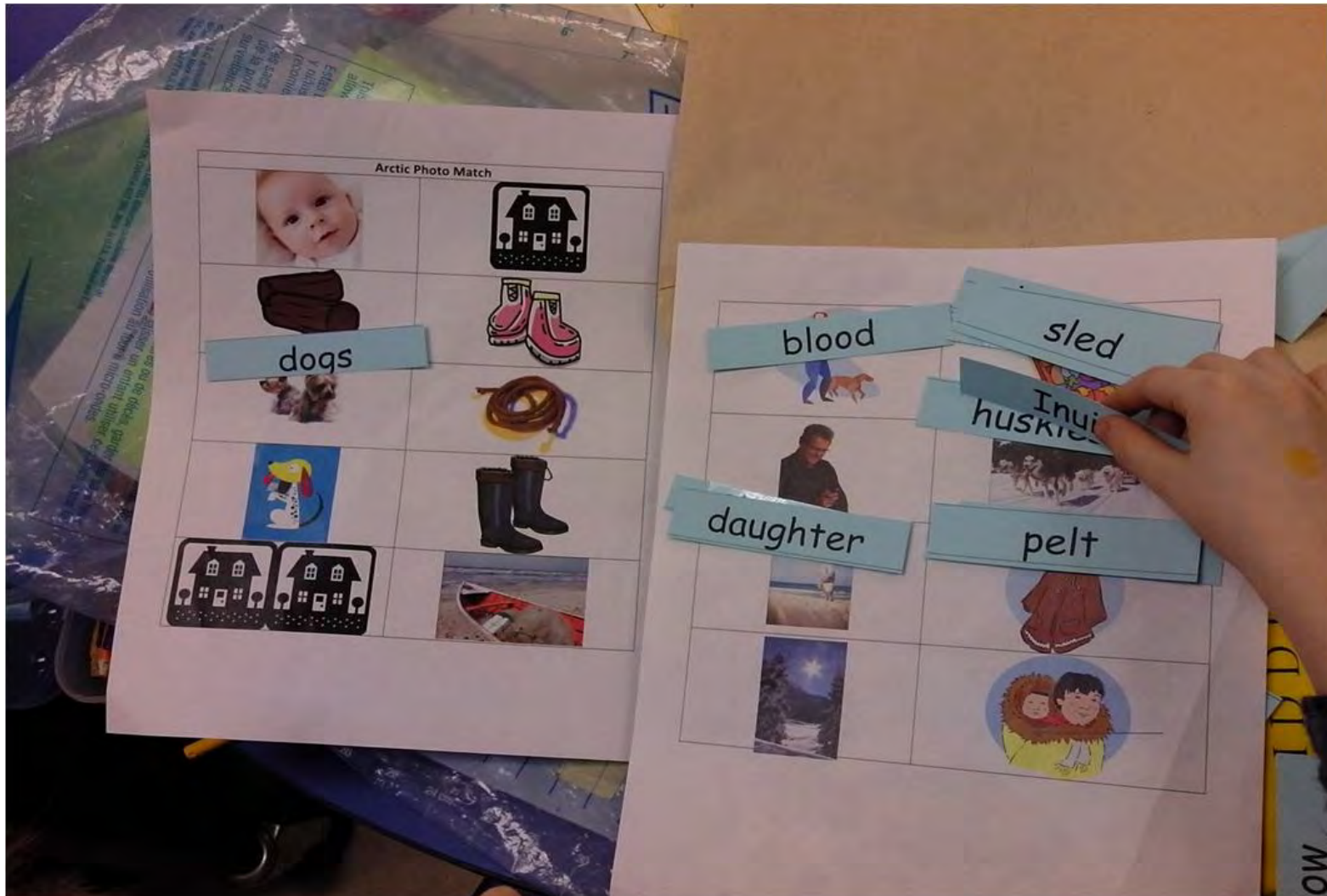


## WHAT ACTIVITIES HELP TO BUILD ACADEMIC VOCABULARY?

- Word-picture matching
  - ❖ *It is important for the children to see the words in a slightly different context. (baby means a baby no matter where you read it)*
- Word to word matching.
- See, say, and spell word games.
- Use sticky notes to notice any of the PWIM words or word families in their reading.



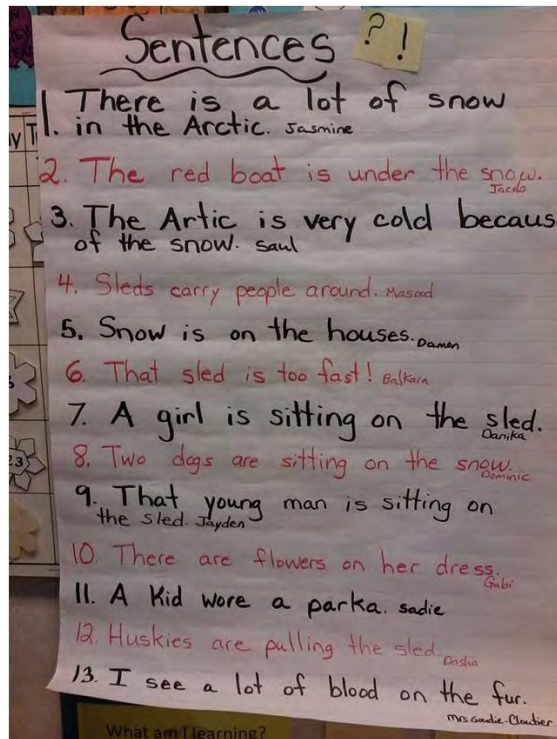
# WHAT ACTIVITIES SUPPORT BUILDING ACADEMIC VOCABULARY?



## MOVING FROM WORD TO SENTENCES.



# LEARNING ABOUT WORD ORDER, SYNTAX, VERB USAGE AND GRAMMAR.



After most of the students knew most of the words we moved on to sentences. We read a lot of books to see how real authors started sentences so that not all of our sentences would start with “The”.







## ASSESSMENT OF STUDENT LEARNING USING PWIM

- The class created a picture dictionary where the students practiced their printing and illustrated each word.
- The class worked on building sentences with sentence blocks by rolling the blocks and composing sentences.
- Sometimes they made sense -sometimes they didn't . The laughter and self-correcting led to better comprehension.
- Students then wrote their favorite sentences into their notebooks. This activity also improves fluency and comprehension.
- Students then illustrated their sentences. Stronger students worked on paragraph writing by rolling multiple sentences and illustrating the sentences.

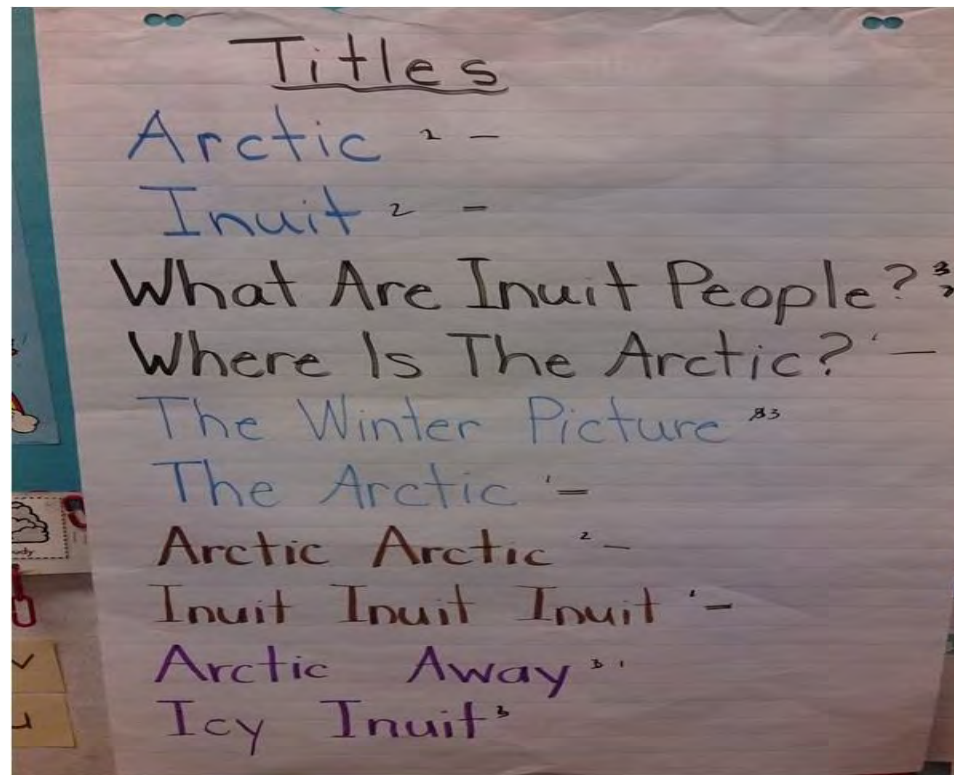


## DEVELOPING A MAIN IDEA MOVING FROM ORAL TO WRITING

- The class worked on creating titles. Titles are a good lead into main idea and determining importance.
- The students studied different titles of published books. The teacher brought in stacks of books and students had to compare and figure out inductively what kind of title the stack represented.
- The class looked at one word titles, question titles, titles that start with “the”, repeating titles and, titles with alliteration. We used the sentences to help us write **class and individual paragraphs.**



## AN AUTHENTIC PWIM WORK SAMPLE



## WHAT UNDERSTANDINGS WERE ACHIEVED?

- We learned that the huskies must stay close to the town or be attacked by the caribou.
- We learned how the Inuit people survived by hunting the caribou and compared it to how the Plains People survived by hunting the buffalo.
- We learned how Arctic families depend on each other to survive the harsh environment.



## TIPS TO REMEMBER WHEN USING PWIM

- **Select** a picture that can generate many and varied words on a theme. (a color photograph works best)
- **Talk** about the picture for several days before “shaking out” the words.
- **Conduct** many read-aloud activities to add interest and information.
- **Model** sentences with alternate sentence starters and punctuation.(read aloud from mentor text and model your own)
- **Build** an anchor chart before you “shake out” sentences.
- **Brainstorm** what they see to produce as many ideas as possible.



# REVIEW

<http://prezi.com/7hhk9pfxixrq/the-picture-word-inductive-model/>



# TEACHER RESOURCES

- [Teaching Beginning Reading and Writing with the Picture Word Inductive Model](#) by Emily F. Calhoun - ASCD full text book about teaching beginning reading and writing using PWIM.
- [Development and Implementation Log for the Picture Word Inductive Model Instructional Strategies Online - Picture Word Inductive Model \(PWIM\)](#)
- [olc.spsd.sk.ca/DE/PD/instr/strats/pwim](http://olc.spsd.sk.ca/DE/PD/instr/strats/pwim)
- [Arctic Photo](#), [Grade one PWIM](#), [Inuit](#), [Photograph](#), [PWIM](#), [Reading](#), [Word game](#)





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