

Picture Word Inductive Model

What is the *Picture Word Inductive Model*?

The *Picture Word Inductive Model* (PWIM) is an instructional approach for the teaching of reading that uses pictures containing familiar objects, actions and scenes, to draw out familiar words from students' listening and speaking vocabularies. This strategy helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and to examine and categorize phonetic and structural principles present in those words.

What is the purpose of the *Picture Word Inductive Model*?

The purpose of using *PWIM* is to develop students' vocabulary, concepts about words, and sentence and paragraph structures through reading and content areas such as math, science, social studies, and health. As an inductive instructional strategy, it has been researched and proven to be highly successful with both beginning readers and over-aged beginning readers.

How does the *Picture Word Inductive Model* work?

Words are 'shaken out' or listed by a photograph by the students. The words are then categorized by students and read as a class over a series of days. Each class writes and reads sentences using the words. Then, depending on the grade level, the sentences are categorized and formed into paragraphs.

The *Picture Word Inductive Model* is a complex strategy that takes much study and training on the part of the teacher. It is through training, coaching with colleagues, and practice that teachers learn how to select the best photographs that will draw out appropriate vocabulary that will then lead to the study of the appropriate structural principles and increased reading proficiency.

How will *PWIM* be used in our *Literacy for Life* initiative?

The *Picture Word Inductive Model* will form the basis of intensive study and staff development for grade one teachers during the 2004-2005 school year and beyond. Following the 2004-2005 school year, teachers in other elementary grades will study the approach.

In 2004-2005, targeted teachers working with over-aged beginning readers in grades 4-12 will also use *Picture Word Inductive Model*. These teachers will use the *PWIM* strategy in a reading safety-net program called *Read to Succeed*. At least one teacher in each of our elementary and secondary schools

will be trained for this program in late September 2004 and will continue to focus on staff development time in this area throughout the school year.

What are the advantages of the *Picture Word Inductive Model*?

The following list of advantages of the *Picture Word Inductive Model* is drawn from Calhoun (1999).

- The strategy emphasizes phonics, grammar, mechanics, and usage of Standard English.
- Pictures provide concrete visuals for the learning of new words, phrases, and sentences.
- Because students are using pictures related to content material under study, they feel a part of the classroom community and can participate in class activities.
- The picture word chart serves as an immediate reference, or picture dictionary, that enables students to eventually add the words to their own 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 correct spelling and writing.
- Learners benefit from the teacher modeling of the key words and concepts. With extensive practice, students begin to learn how to create sentences and paragraphs related to the subject under study.

How can teachers adapt the *Picture Word Inductive Model*?

The strategy can be used with a whole class, small groups, pairs, or individually to lead students to inquiry about words and adding them to their vocabularies, discovering phonetic and structural principles, and engaging in other reading and writing activities. Skills are taught explicitly using *PWIM*. The strategy is designed to capitalize on a student's ability to think inductively.

Where can teachers find more information about the *Picture Word Inductive Model*?

- [Teaching Beginning Reading and Writing with the Picture Word Inductive Model](http://www.ascd.org/publications/books/1999calhoun/1999calhountoc.html) (<http://www.ascd.org/publications/books/1999calhoun/1999calhountoc.html>) by Emily F. Calhoun
- [The Picture Word Inductive Model \(PWIM \): A Language Arts Strategy for Teachers](http://teacherweb.com/BC/DeltaResourceCentre/JayeSawatsky/) (<http://teacherweb.com/BC/DeltaResourceCentre/JayeSawatsky/>)