

Instructional Strategy: Word Wall

Description:

Teachers can help students learn vocabulary through a number of visual display strategies, including word walls, mapping, and K-W-L charts. In addition, teachers can help students learn the vocabulary by using these displays to enhance discussions and conversations about the unit of study by requiring students to incorporate the vocabulary into these classroom discussions and conversations, as well as writing assignments.

A word wall can be a chart or a space on a wall or bulletin board where teachers (and students) can write or post interesting, confusing, and/or key words related to a unit of study. Teachers and students can refer to the word wall during discussions, writing activities, and word study activities.

Using the strategy:

- Teachers and students should work together to determine which words should go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually — a general guideline is five words per week.
- Use the word wall daily to practice words, incorporating a variety of activities such as chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.
- Provide enough practice so that words are read and spelled automatically and make sure that words from the wall are always spelled correctly in the children's daily writing.
- New information should be added on a regular basis.
- Content-area material from the curriculum rather than randomly selected words can also be utilized.
- Word walls should be referred to often and used as a tool to guide instruction.

Content taken from Reading Rockets

http://www.readingrockets.org/strategies/word_walls

Examples of grade level and content area words.

http://www.teach-nology.com/worksheets/language_arts/wordwalls/

Watch this in action: <http://youtu.be/0tEjDdFoB2k>

Connections to the Iowa Core:

Reading Foundational Skills: Phonological Awareness 2-- Demonstrate understanding of spoken words, syllables, and sounds

Reading Foundational Skills: Phonics and Word Recognition 3--Know and apply grade-level phonics and word analysis skills in decoding words.

Connections to the Pillars of Literacy:

Vocabulary

Web based: [Word Wall Template](#)

Considerations for EL Students:

If able, provide native language translations for words.

Research and Theory:

Marzano, R.J. & Pickering, D.J. (2005). **Building Academic Vocabulary**. ASCD.

Tompkins, G.E. (2004). **50 Literacy Strategies Step by Step**. Merrill.