

Doing a Word Wall vs. Having a Word Wall

A Word Wall is a non-negotiable instructional tool that is an essential part of the K-5 classroom. It is a place to display words that are "truly important." These words may include high frequency words for students in grades K-2 and Limited English Proficient (LEP), as well as vivid verbs, transitional words, and/or Tier-2 words (as described by Beck & McKeown in *Bringing Words to Life*).

The Words Wall is an interactive tool that plays a part in the learner's daily word practice which includes introductory and review activities providing sufficient practice to ensure the learner's automaticity. The words are read and spelled with ease and fluency.

***"Having a Word Wall is not sufficient. You have to 'do' a word wall."* – Patricia Cunningham**

	Location	Structure	Word Display	Activities
Doing a Word Wall	<ul style="list-style-type: none"> Prominent location Easily seen by all 	<ul style="list-style-type: none"> Limit to those really common words, important words, and Tier-2 words Add words gradually 5 per week Provide words for multi-levels Star or bold a word that represent a pattern 	<ul style="list-style-type: none"> Alphabetical by first letter Parts of Speech (upper grades) Written in big black letters (1 ½ to 2 ½ inches) Colored paper is used for easily confused words Cut around words (configuration) 	<ul style="list-style-type: none"> Daily Word Practice (by looking, cheering, and writing words) On-The-Back Word Wall Activity (regular review activities to provide automaticity)
Having a Word Wall	<ul style="list-style-type: none"> Words are "somewhere in the room" 	<ul style="list-style-type: none"> All words are up at once Grouped on crowded chart 	<ul style="list-style-type: none"> Words are often displayed without a consistent plan 	<ul style="list-style-type: none"> Often only rote drill