Wilson Reading System®
in the Classroom
**WILSON** Reading System®

- Orton-Gillingham Based
- Student instruction (clinical, adult education centers and elementary, middle and high school settings)
- Reading research

Wilson Reading System

- Appropriate for students grades 2-12 and adults who have not internalized the sound/symbol system for reading and spelling.

**Cirpa**

Profile of a WRS Student

- Students with a language based learning disability
- Students unable to decode accurately
- Slow, labored readers who lack fluency
- Students who may know many words by sight, but have difficulty reading new words and "nonsense" syllables
- Students who often guess at words
- Students able to speak and understand English, but not read or write it (such as ELL students)
- Poor spellers
- Students unsuccessful with other reading programs or who have gaps in their decoding and/or spelling
How can we reach older students with word-level deficits?

WRS Provides Scientifically-Based Instruction

<table>
<thead>
<tr>
<th>FCRR Reading Component Rating of Wilson Reading System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>+++</td>
</tr>
</tbody>
</table>

*FCRR Reading Component Rating of Wilson Reading System:
+++ most aspects of this component taught or practiced
++ all aspects of this component taught or practiced
+ some aspects of this component taught or practiced
n/a not addressed in this program

WRS Provides Scientifically-Based Instruction

“Our conclusion from reviewing current research on the Wilson Reading System is that it is consistent with the idea that the program can be used effectively to help “close the gap” in reading skills for struggling readers.”

- FCRR Report on WRS
Key Components

- Phonemic Segmentation
- Synthetic Phonics
- Decoding-Encoding-Word Analysis
- Irregular Word Instruction
- Fluency
- Vocabulary Development
- Comprehension with Visualization

Focus on Instruction for Students with Primary Decoding Deficit

Accuracy & Automaticity
Develop a student’s accurate and speedy word recognition

Fluency
Develop a student’s independent reading of connected text with ease, expression and meaning

Vocabulary & Comprehension
Develop a student’s listening comprehension, vocabulary and background knowledge

Accuracy - Study of Word Structure

Includes
- Phonemic Awareness
- Phonics
- Study of Syllables and Affixes
Focus on Accuracy

Explicit Instruction In:

Sound/Symbol Relationships

Blending & Segmenting

Syllable Structure

Word Parts

Irregular Words

Focus on Accuracy

Concepts are taught for both reading and writing.

Decoding

(Reading)

Encoding

(Spelling)

Incremental & Cumulative

Incremental and Cumulative

Phoneme Segmentation and Blending

la sh
sla sh
slump
script
Total Word Structure: Syllable Types

- Closed Syllable
- Vowel-Consonant-e Syllable
- Open Syllable
- Consonant-le Syllable
- R-Controlled Syllable
- Vowel Digraph/Diphthong Syllable

**Closed Syllable**

- Has only one vowel
- Ends in one or more consonants
- The vowel is short

- closed
- met
- mat
-lish

**Closed Syllable: Multisyllabic**

- pub
- lish
- cat
- nip
- es
- tab
- lish
- fragment
Manipulate Cards for Syllable Division

- catnip
- relish
- ethnic
- contract

Study of Word Structure is Cumulative

Teach syllable type in isolation and then combine with other types already studied.

- ride
- cape
- lete
- ath
- lete
- volume

Combine Syllable Types

- pub
- lish
- con
- trast
- rec
- og
- nize
Teach Total Word Structure (Not Just Phonics)

Prefix-Baseword-Root-Suffix
Morphology
Morpheme

predict predict
providing

Accuracy → Automaticity

Automaticity: accurate and speedy word recognition

Automatize a New Word

Children vary in amount of practice needed to achieve automatic recognition of a word
• Average child need 4 – 12 exposures
• Child with reading disability needs up to 40
Phonetically Regular Words and Pseudo Words

**Words**

```
  tip
```

**Pseudo Words**

```
  teb
```

---

**Pseudo Words**

```
  tas  ab  blem
```

*blemish*

---

Focus on Instruction for Students with Primary Decoding Deficit

**Accuracy & Automaticity**

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**Fluency**

Develop a student’s independent reading of connected text with ease, expression and meaning

**Vocabulary & Comprehension**

Develop a student’s listening comprehension, vocabulary and background knowledge
Focus on Fluency: Connected Text

“Instruction in guided oral reading is effective in improving reading fluency.” NRP

Did Jim jog on that path?

Narrow the Gap: Increase the Amount of Reading

- Provide time for struggling students to read “easy” text
- Provide support to children in reading more difficult text
  - Repeated reading
  - Assisted reading
  - Help children to read increasingly challenging materials
(Part 9 of the WRS Lesson, and after Step 3, in Part 10 with non-controlled decodable text)

Reading to Children Helps Narrow the Gap

- Studies have found that children can learn as many words from hearing stories as from reading them
- Reading to children can somewhat overcome that which struggling readers lose by not reading challenging materials
- Reading to children is enhanced by interactive dialogue about words
(Part 10 of the WRS Lesson)
Controlled Text

Phonetically controlled, decodable passages at A and B Levels

Controlled Text: Word List

<table>
<thead>
<tr>
<th>word</th>
<th>word</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>upset</td>
<td>nutshell</td>
<td>hotrod</td>
</tr>
<tr>
<td>tomcat</td>
<td>sunfish</td>
<td>puffball</td>
</tr>
<tr>
<td>bathmat</td>
<td>uphill</td>
<td>hatbox</td>
</tr>
<tr>
<td>catfish</td>
<td>Batman</td>
<td>dishpan</td>
</tr>
<tr>
<td>red-hot</td>
<td>shellfish</td>
<td>tenpin</td>
</tr>
<tr>
<td>suntan</td>
<td>tiptop</td>
<td>lapdog</td>
</tr>
<tr>
<td>bedpost</td>
<td>cobweb</td>
<td>pigpen</td>
</tr>
<tr>
<td>bathtub</td>
<td>sunset</td>
<td>bellman</td>
</tr>
<tr>
<td>zigzag</td>
<td>catnip</td>
<td>sit-up</td>
</tr>
<tr>
<td>mix-up</td>
<td>bedbug</td>
<td>pinball</td>
</tr>
</tbody>
</table>

Controlled Text: Sentences

1. Bob went to get Beth in his red Mustang.
2. The press did not want to panic the public.
3. It was hectic in the mall.
4. Ms. Chan must submit the plan to the boss.
5. They must publish the net profit.
6. Did Sanchez get a callus on his hand?
7. The kidnap of Edwin was not public.
8. Milton did not wish to go in the tunnel.
9. Jill lost the tablet in the grass.
10. Tom was candid with his boss.
Controlled Text: Passages

Flipping Pancakes

Jim has a job at the Esquire Pancake Shop. His boss is Mr. Musgrave, but they call him “Bigtime.” He has the shop as a franchise. On the front of the shop, in big print is:

Handmade Pancakes

Jim, Helene and a kid they call “Wishbone” run the shop. Jim and Wishbone make pancakes. Helene sets up the plates and flatware. They all help with the milkshakes.

Jim gets up at sunrise and commutes to the shop on his bike. He has to compete with the traffic stampede, inhale its fumes, and contrive not to collide with a bus or van and injure himself. At the shop, he and Wishbone fire up the king size grill and flip the pancakes. Last month Bigtime told them they had to be in white hats and jackets on the job. They had a dispute on that subject. Jim told Bigtime it was an insane mistake to put on such childlike costumes…..

Decodable Text: Controlled and Non-Controlled

Decodable Text

Non-Controlled

Enriched Text and Non-Controlled Decodable Text

Use enriched text to build schema for independent work with non-controlled, decodable text to assist with anticipatory processing.

All Fear Frankfish

BALTIMORE, Maryland (April 8, 1981)

Some people are saying it doesn’t make sense! “Frankfish?”

A local market fish is the latest in a line of unsuccessful fish trends. It’s supposed to be easy to prepare, but it’s not as easy as it seems.

Walking Fish Must Be Stopped

BALTIMORE, Maryland (April 13, 2004)

A real kind of fish is on the run. It is uncontrolable, it will chase all the small fish and things in the pool until there is nothing left.

The walkfish is from China. It’s a rare type of fish that does not have a tail. It plans to walk fish soup but then it did not want to. So, it damped the
Comprehension S.O.S.™

SOS = STOP - ORIENT - SUPPORT

Orient / Support
• Discuss meaning/vocabulary as encountered in student-friendly terms.
• Model Thinking.
• Create imagery, helping students to picture the story in their minds or to “make a movie.”
• Draw picture symbols as needed. Label with vocabulary.

The WRS Ten Part Lesson Plan

Addressing:
Phonemic Awareness
Decoding
Encoding
Fluency
Vocabulary
Comprehension

Block 1: Word Study
Block 2: Spelling Block

Block 3: Fluency/Comprehension

WRS Group Instruction

Weekly 75 – 90 Minute Lessons

<table>
<thead>
<tr>
<th></th>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Parts 1 – 5</td>
<td>Parts 6, 7, 8</td>
<td>Part 9</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Parts 1 – 5</td>
<td>Parts 6, 7, 8</td>
<td>Part 9</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Parts 1 – 5</td>
<td>Parts 6, 7, 8</td>
<td>Part 10</td>
</tr>
<tr>
<td>Thursday</td>
<td>Parts 1 – 5</td>
<td>Parts 6, 7, 8</td>
<td>Part 10</td>
</tr>
<tr>
<td>Friday</td>
<td>Parts 1, 2 Select: Block 3 (Part 10), Charting, Fluency Drills, Spelling Test or Wilson Games</td>
<td>Part 9</td>
<td></td>
</tr>
</tbody>
</table>

Wilson provides models for 45-minute periods. However, progress through substeps will take more time.
Grouping Students: Pacing

The most important factor for successful group instruction is proper student placement.

<table>
<thead>
<tr>
<th>Group</th>
<th>Word Attack Percentile Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (slowest track)</td>
<td>Between 0 – 15%</td>
</tr>
<tr>
<td>Group 2 (medium track)</td>
<td>Between 16 – 30%</td>
</tr>
<tr>
<td>Group 3 (fast track)</td>
<td>Between 30 – 50%</td>
</tr>
</tbody>
</table>

Professional Development

Teachers lack the core information about phonology, orthography and morphology. (Moats, 1999)

Wilson offers:
• Workshops
• Instruction via Online Education
• WRS Level I and II Certification Program
• Implementation and Coaching meetings

Wilson Academy

• On-going support
• Trainers available to answer questions
• Discussion boards
• Animated videos teaching techniques
• Printable materials including text passages

www.wilsonacademy.com
Wilson Reading System in NYC

The Wilson Reading System (WRS) provides a complete reading and spelling curriculum for students with word-level deficits in grades 2-12.

General Education Settings - NYC

- Alternative English Language Arts Class
  - 90-minute daily lessons
  - up to 12 students
  - This can be implemented in any two consecutive grades beginning in grade two. This model has been implemented in: Grades 6-7; Grades 9-10
- Collaborative Team Teaching (CTT)
  - 45-minute daily lessons, at minimum
  - between 6-12 students (for a mixed group of students with and without IEPs up to 12 students may be served in a group)
- WRS Student Clusters during Language Arts Block
  - 45-minute daily lessons, at minimum
  - between 6-12 students (for a mixed group of students with and without IEPs up to 12 students may be served in a group)
Other Settings - NYC

• SETSS or AIS Pull Out Setting
  • At minimum 45-min daily lesson (five days/week) or three 45-minute lessons, combined with four 37 ½ minute lessons per week
  • up to 6 special education students, up to 12 general education students, or up to 12 students for a mixed group of students with and without IEPs
• Full-Time Wilson Teacher
  • 45 minute daily lessons, at minimum; 60-90-minute daily lesson recommended
  • up to 6 special education students, up to 12 general education students, or up to 12 students for a mixed group of students with and without IEPs

Special Education Settings - NYC

WRS in Self-Contained Special Education Classes (12:1, 12:1:1, 15:1)
• 45-minute daily lessons, or 90-minute lessons three times per week.
  Students can participate in whole-class activity for Read Aloud, and other literacy instruction during the day.
• up to 6 students per group for their WRS instruction.
  In schools with more than one 12:1 or 15:1 teacher, students can be clustered for Wilson lessons as appropriate

Paraprofessionals - NYC

In New York City, paraprofessionals have been trained to support Wilson implementation and to teach fluency with the Wilson Fluency/Basic program.
Wilson At Work In NYC: 37 ½ Minutes

After School Programs (37 ½ minutes)
Wilson Reading System
• The 37 ½ minute period can be used for Wilson students who currently receive Wilson Reading System during the school day. (WRS cannot be implemented solely during the 37 ½ minute period.)
Wilson Fundations for K-3
• The 37 ½-minute period can be used for either the Fundations Standard daily lesson or the Double Dose lesson, as appropriate.

Implementation

Intervention (Tier 2)
• Students with word-level deficits reading and spelling below grade level
• General education reading class (up to 12 students)
• 60-90 minutes daily
Intensive (Tier 3)
• Students with a language-based learning disability
• Highly trained teacher certified in WRS is recommended
• Instruction 1:1 or small group of 3-6 students
• 60-90 minutes daily

Wilson provides a complete curriculum for students with word-level deficits