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>

* Value indicates extent of a component taught or practiced:

  + some aspects of the component taught or practiced
  ++ most aspects of the component taught or practiced
  +++ all aspects of the 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: a
- Blending & Segmenting: mat
- Syllable Structure: fan, tass, tic
- Word Parts: re, gret, ful
- Irregular Words: what

Concepts are taught for both reading and writing.

Decoding (Reading) ↔ Encoding (Spelling)

Incremental & Cumulative

Incremental and Cumulative

Phoneme Segmentation and Blending:
- lash
- slash
- slump
- script
Total Word Structure: Syllable Types

- **Closed Syllable**: Has only one vowel, ends in one or more consonants, the vowel is short.
- **Vowel-Consonant-e Syllable**: Example: broke.
- **Open Syllable**: Example: she.
- **Consonant-le Syllable**: Example: table.
- **R-Controlled Syllable**: Example: bark.
- **Vowel Digraph/Diphthong Syllable**: Example: town.

**Closed Syllable**

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

- Examples: smash, met, mat, lish.

**Closed Syllable: Multisyllabic**

- Examples: publish, catnip, eslish, eslish, 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
- cap
- e
- le
- le

Combine Syllable Types

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

Prefix-Baseword-Root-Suffix

Morphology
Morpheme

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

<table>
<thead>
<tr>
<th>Words</th>
<th>Pseudo Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>tip</td>
<td>teb</td>
</tr>
</tbody>
</table>

Pseudo Words

<table>
<thead>
<tr>
<th>tas</th>
<th>ab</th>
<th>blem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>blemish</td>
</tr>
</tbody>
</table>

Focus on Instruction for Students with Primary Decoding Deficit

<table>
<thead>
<tr>
<th>Accuracy &amp; Automaticity</th>
<th>Fluency</th>
<th>Vocabulary &amp; Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a student's accurate and speedy word recognition</td>
<td>Develop a student's independent reading of connected text with ease, expression and meaning</td>
<td>Develop a student's listening comprehension, vocabulary and background knowledge</td>
</tr>
</tbody>
</table>
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>upset</th>
<th>nutshell</th>
<th>hotrod</th>
</tr>
</thead>
<tbody>
<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

Controlled Decodable Text

Non-Controlled Decodable Text (95% of word read independently)

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 Frankish

BALTIMORE, Maryland (April 5, 1985)

Some people are afraid of “Frankish” Frankishian people. Frankish is a country in Europe that has been discovered. For several years, the Frankish have been making the news.

Walking Fish Must Be Stopped

BALTIMORE, Maryland (April 13, 2004)

A real kind of fish is in the sea. It is a type of fish that will eat other fish and eat them up. If it is not stopped, there will be no more fish in the sea.
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

<table>
<thead>
<tr>
<th>6</th>
<th>Quick Start in Reverse</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Teach &amp; Review Concepts for Spelling</td>
</tr>
<tr>
<td>8</td>
<td>Written Work Evaluation: Sounds, Words, Sentences</td>
</tr>
</tbody>
</table>

Block 3: Fluency/Comprehension

<table>
<thead>
<tr>
<th>9</th>
<th>Controlled Text Passage Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Listening Comprehension / Applied Skills</td>
</tr>
</tbody>
</table>

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></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 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Between 0 – 15%</td>
</tr>
<tr>
<td>(slowest pacing track)</td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>Between 16 – 30%</td>
</tr>
<tr>
<td>(medium pacing track)</td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>Between 30 – 50%</td>
</tr>
<tr>
<td>(fast pacing track)</td>
<td></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
Recognized Professional Development Program

Wilson is recognized by the National Staff Development Council (NSDC) as one of the professional programs to be included in their publication "What Works in K-12 Literacy Staff Development."

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