

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

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Wilson Reading System

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



Cirpa



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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

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How can we reach older students with word-level deficits?



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WRS Provides Scientifically-Based Instruction

FCRR Reading Component Rating of Wilson Reading System

Phonemic Awareness	Phonics	Fluency	Vocabulary Development	Comprehension Strategies
+++	+++	+++	++	++

READING COMPONENT (RATING)

- + some aspects of this component taught or practice
- ++ most aspects of this component taught or practice
- +++ all aspects of this component taught or practice
- n/a not address in this program

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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

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Key Components

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

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Focus on Instruction for Students with Primary Decoding Deficit

<p style="text-align: center;">Accuracy & Automaticity</p> <p style="font-size: small;">Develop a student's accurate and speedy word recognition</p>	<p style="text-align: center;">Fluency</p> <p style="font-size: small;">Develop a student's independent reading of connected text with ease, expression and meaning</p>	<p style="text-align: center;">Vocabulary & Comprehension</p> <p style="font-size: small;">Develop a student's listening comprehension, vocabulary and background knowledge</p>
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Accuracy - Study of Word Structure

Includes

- Phonemic Awareness
- Phonics
- Study of Syllables and Affixes



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Focus on Accuracy

Explicit Instruction In:

Sound/Symbol Relationships a

Blending & Segmenting m a t

Syllable Structure fan tas tic

Word Parts re gret ful

Irregular Words what

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Focus on Accuracy

Concepts are taught for both reading and writing.

Incremental & Cumulative

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Incremental and Cumulative

Phoneme Segmentation and Blending

l	a	sh			
s	l	a	sh		
s	l	u	m	p	
s	c	r	i	p	t

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Total Word Structure: Syllable Types

Closed Syllable	<u>dri</u> p c
Vowel-Consonant-e Syllable	br <u>ake</u> v-e
Open Syllable	sh <u>e</u> o
Consonant-le Syllable	<u>tab</u> le o -le
R-Controlled Syllable	ba <u>rk</u> r
Vowel Digraph/Diphthong Syllable	<u>ow</u> n d

WILSON Reading System Click on the words to view markup 13

Closed Syllable

Closed Syllable

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

i	t
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s	m	a	sh
m	e	t	
m	e	t	
m	a	t	t
l	i	sh	

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Closed Syllable: Multisyllabic

pub	lish	
cat	nip	
es	tab	lish
fragment		

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Manipulate Cards for Syllable Division

catnip
relish
ethnic
contract



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Study of Word Structure is Cumulative

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

r i d e
c a p e
l e t e

ath lete

volume

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Combine Syllable Types

pub lish

con trast

rec og nize



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Teach Total Word Structure (Not Just Phonics)

Prefix-Baseword-Root-Suffix

Morphology

Morpheme

pre dict pro vidē ing

āb sō lūtē (ly)
c o v-e

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Accuracy → Automaticity



Automaticity:

accurate and **speedy**
word recognition

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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

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Phonetically Regular Words and Pseudo Words

Words Pseudo Words

t i p t e b

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Pseudo Words

tas ab blem

blemish

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Focus on Instruction for Students with Primary Decoding Deficit

<p>Accuracy & Automaticity</p> <p>Develop a student's accurate and speedy word recognition</p>	<p>Fluency</p> <p>Develop a student's independent reading of connected text with ease, expression and meaning</p>	<p>Vocabulary & Comprehension</p> <p>Develop a student's listening comprehension, vocabulary and background knowledge</p>
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Focus on Fluency: Connected Text

"Instruction in guided oral reading is effective in improving reading fluency." NRP

Did Jim jog on that path?



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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)

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Reading to Children Helps Narrow the Gap

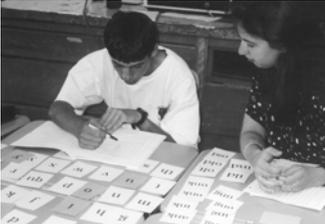
- Studies have found that children can learn as many words from hearing stories as from reading them
- Reading to children can somewhat overcome that which struggling readers lose by not reading challenging materials
- Reading to children is enhanced by interactive dialogue about words

(Part 10 of the WRS Lesson)

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Controlled Text

Phonetically controlled, decodable passages at A and B Levels



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Controlled Text: Word List

upset	nutshell	hotrod
tomcat	sunfish	puffball
bathmat	uphill	hatbox
catfish	Batman	dishpan
red-hot	shellfish	tenpin

suntan	tiptop	lapdog
bedpost	cobweb	pigpen
bath tub	sunset	bellman
zigzag	catnip	sit-up
mix-up	bedbug	pinball

WRS Principles of Instruction | Controlled and Decodable Text 29

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.

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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.....

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Decodable Text: Controlled and Non-Controlled



Decodable Text

Controlled Decodable Text

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

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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.

WiscAcademy | Enriched Text Instruction **ENRICHED TEXT**

All Fear Frankenfish

BALTIMORE, Maryland (Reuters, April 30, 2004).

Some people are calling it "return of Frankenfish." The predatory northern snakehead fish, a species native to China, has been discovered for the second time in Maryland. Officials say that unless they take care of the problem now, the fish could eat all native species.

The fish first appeared in a Maryland pond several years ago, when a local resident bought snakehead fish from a live market in New York. He planned to make soup, but later decided against it. He dumped the fish into

WiscAcademy | Enriched Text Instruction **NON-CONTROLLED DECODABLE TEXT**

Walking Fish Must Be Stopped

BALTIMORE, Maryland (Reuters, April 30, 2004).

A bad kind of fish is on the run. If it is not stopped, it will dine on all the small fish and frogs in the pond until there is no more.

The snakehead fish is from China. But, a man got one from a live fish shop in New York. He planned to make fish soup, but then he did not want it. So, he dumped the

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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.

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The WRS Ten Part Lesson Plan

Addressing:
Phonemic Awareness
Decoding
Encoding
Fluency
Vocabulary
Comprehension

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Block 1: Word Study

STEP	ACTIVITY	DURATION	FOCUS SKILLS
1	Sound Cards Quick Drill 	2-3 <small>10/10/10</small>	Phonemic Awareness Decoding Vocabulary Single Word Accuracy/ Automaticity Phrasing / Prosody
2	Teach & Review Concepts for Reading 	5 <small>10/10/10</small>	
3	Word Cards 	3-5 <small>10/10/10</small>	
4	Wordlist Reading 	5 <small>10/10/10</small>	
5	Sentence Reading 	5 <small>10/10/10</small>	

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Block 2: Spelling Block

Spelling	6	Quick Drill in Reverse	1-2 <small>MINUTES</small>	Spelling Proofreading Vocabulary Irregular Words
	7	Teach & Review Concepts for Spelling	5 <small>MINUTES</small>	
	8	Written Work Dictation (Sounds, Words, Sentences)	15-20 <small>MINUTES</small>	

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Block 3: Fluency/Comprehension

Fluency / Comprehension	9	Controlled Text Passage Reading	10-15 <small>MINUTES</small>	Guided Reading Fluency Vocabulary Comprehension Visualization Oral Language Skills
	10	Listening Comprehension / Applied Skills	10-30 <small>MINUTES</small>	

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WRS Group Instruction

Weekly 75 – 90 Minute Lessons			
	Block 1	Block 2	Block 3
Monday	Parts 1 – 5	Parts 6, 7, 8	Part 9
Tuesday	Parts 1 – 5	Parts 6, 7, 8	Part 9
Wednesday	Parts 1 – 5	Parts 6, 7, 8	Part 10
Thursday	Parts 1 – 5	Parts 6, 7, 8	Part 10
Friday	Parts 1, 2 Select: Block 3 (Part 10), Charting, Fluency Drills, Spelling Test or Wilson Games		

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

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Grouping Students: Pacing

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

Group	Word Attack Percentile Scores
Group 1 (slowest pacing track)	Between 0 – 15%
Group 2 (medium pacing track)	Between 16 – 30%
Group 3 (fast pacing track)	Between 30 – 50%

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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

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Wilson Academy

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

www.wilsonacademy.com

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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.***"

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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.

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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)

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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

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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

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Paraprofessionals - NYC

In New York City, paraprofessionals have been trained to support Wilson implementation and to teach fluency with the Wilson Fluency/Basic program.

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Wilson At Work In NYC: 37 ½ Minutes

After School Programs (37 ½ minutes)

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- 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 Foundations for K-3

- The 37 ½ -minute period can be used for either the Foundations Standard daily lesson or the Double Dose lesson, as appropriate.

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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

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



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