

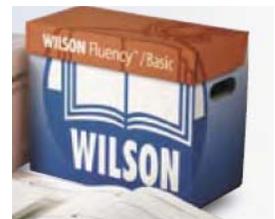
# Florida Center for Reading Research

Wilson Fluency/Basic

## What is Wilson Fluency/Basic?

*Wilson Fluency/Basic* is a supplemental fluency program for students in early grades who are learning to read and older students who are struggling with decoding. The goal of this program is to help students become accurate, fluent readers by providing them with instruction and oral reading practice for high frequency and closed syllable words. This program may be used as a supplement to Steps 1-3 of the Wilson Reading System, Level 1 of Foundations, or with other programs providing instruction that includes closed syllable words. (See the individual FCRR Reports on the Wilson Reading System and Foundations for further information).

*Wilson Fluency/Basic* lessons are designed to be used in small group, one-on-one, or in large group settings. Each lesson is approximately 10-20 minutes and should occur one to three times per week, depending on the lesson format of the program *Wilson Fluency/Basic* is supplementing. There are four Fluency Readers: Readers 1-3 and the Basic Reader. The passages in the Readers 1-3 have highly controlled text to word structure that has been directly taught. The passages in the Basic Reader, although not controlled, are decodable so that students begin to transfer their emerging decoding skills to reading authentic text with support and with sufficient success. Students are expected to progress through the Readers sequentially and complete the program using the Basic Reader. A typical series of lessons begins with collecting baseline data on the student's reading of the un-phrased passage to obtain the words correct per minute (WCPM) score and a prosody rating. Each passage is then broken down into lists of words (decodable and high frequency), and phrases. Each list may be practiced up to four times while being timed, though not all in one session, before moving to the phrased passage practice. The passage is then put back together in its original paragraph form with the "chunks" of text from the phrase lists clearly marked by curved underlines or "scoops" for the students to practice reading. Students are asked to retell the story at the end of the reading to monitor comprehension. These texts may be read up to two times and then the student practices without the support of the markings on the un-phrased passages. After up to two practice readings with this text, the student is then reassessed using the un-phrased passage to obtain WCPM and prosody scores.



It is important to note that each lesson contains practice of the high frequency word cards encountered in the passage and fluency is monitored by the teacher throughout using tally sheets. The student is also provided with the opportunity to chart his or her own fluency score obtained with each reading. Additionally, *Wilson Fluency/Basic* provides enriched text passages that the teacher reads aloud to the students prior to their reading of the text with the same title. The enriched text uses higher level words both in terms of decodability and vocabulary to help build student background knowledge before he or she reads the corresponding non-controlled decodable text.

The *Wilson Fluency/Basic* kit contains an Instructor Guide, Student Fluency Readers (six per level), Student Records, High Frequency Sight Word Word Cards, Laminated Blank Word Cards, Laminated Tally Sheets for each Reader, and Enriched

Text Passages. A key component to this program is the assessment of student rate, accuracy and prosody. Assessment tools to measure these three areas of fluency are provided for each text. Detailed instructions are included for measuring student fluency levels in words correct per minute (WCPM) and prosody using the 4 level scoring rubric developed by the National Assessment of Educational Progress (NAEP).

### How is Wilson Fluency/Basic aligned with Current Reading Research?

*Wilson Fluency/Basic* was designed based on the research findings identified in the Report of the National Reading Panel (2000). The important relationship between fluency and reading comprehension has been well established in the research (Report of the National Reading Panel, 2000; Snow, Burns, & Griffin, 1998). Students who are able to read smoothly, effortlessly and with proper expression are more likely to understand what they are reading. This program clearly addresses these aspects of fluency. Multiple practice opportunities via repeated reading is a key focus of this program as students are asked to read words and phrases up to four times (Dowhower, 1987).

A one day, five hour professional development is offered specifically for *Wilson Fluency/Basic*. This workshop focuses on explaining the importance of direct, explicit fluency assessment and instruction to participants.

### Research Support for Wilson Fluency/Basic

*Wilson Fluency/Basic* was published in January, 2007 and currently, no empirical research has been conducted to document the effectiveness of this program. Although fluency instruction used within *Wilson Fluency/Basic* is consistent with findings reported by the National Reading Panel (2000), future studies with sound experimental designs including control groups may determine the efficacy of *Wilson Fluency/Basic*.

### Strengths & Weaknesses

Strengths of *Wilson Fluency/Basic*:

- Fluency building progresses from word level to connected text with each passage.
- Tally sheets are user-friendly.
- Students are able to chart their own progress at each step of the lesson.
- Both narrative and expository passages are included.

Weaknesses of *Wilson Fluency/Basic*:

- None were noted.

### Which Florida districts have schools that implement Wilson Fluency/Basic?

At the time of this review, Broward County is the only Florida district implementing *Wilson Fluency/Basic*. They can be contacted at 754-321-2600.

### For More Information

<http://www.wilsonlanguage.com/index.htm>

## References

Dowhower, S.L. (1987). Effects of repeated reading on second grade transitional readers' fluency and comprehension. *Reading Research Quarterly, 22*, 389-406.

 National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Institute of Child Health and Human Development, Washington, D.C.

Snow, C., Burns, S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

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Important Note: FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by the FCRR.

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