

WILSON LANGUAGE TRAINING

Achieving Literacy for Life



Keys to Success with the Wilson Reading System®



Handout




UNIVERSITY OF UTAH READING CLINIC
 COLLEGE OF EDUCATION
 THE UNIVERSITY OF UTAH

[campus](#) | [a to z index](#) | [map](#) | [directory](#) | [calendar](#)

For Parents
 For All
 Research Base
 Reading Horizons Discovery
 Forms and Charts
 Levelled Books
For Educators
 Student Assessments
 U Steps® Resources
 Tier 1 Resources
 Videos
 Apps
Presentations, Articles, & Linked Resources
 Professional Development
 USOE Reading Interventionist
 Summer Course Registration
 Wilson Language Training
 Botswana
 Internship in Botswana, Africa
 For U Students
 Course Syllabi
 UURC Staff

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 Research Base
 Reading Horizons Discovery
 Forms and Charts
 Levelled Books
For Educators
 Botswana
 For U Students
 UURC Staff
 UURC Tutors
 Teacher Login

THE UNIVERSITY OF UTAH READING CLINIC (UURC)



The University of Utah Reading Clinic was created by the 1999 Utah Legislature to provide specific "direct services" to Utah educators and parents. The goals of the clinic include:

- serving as a [resource for parents](#) by offering [assessment](#) and [intervention](#) to struggling readers.
- providing professional development to [educators](#)

Contact information

The University Of Utah Reading clinic (UURC) is located at:

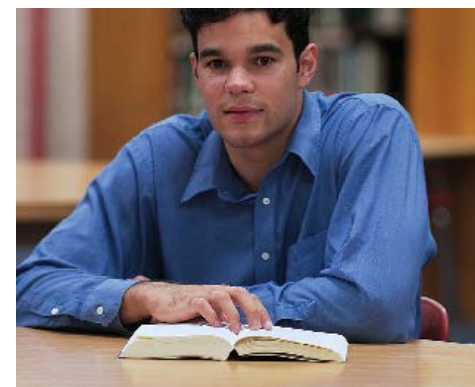
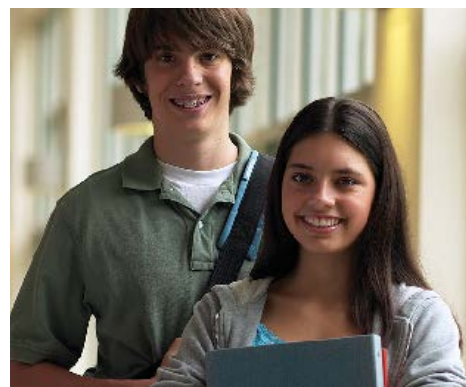
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Like us on our [Facebook](#)  [page](#) to receive updates about our services.

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Our Mission



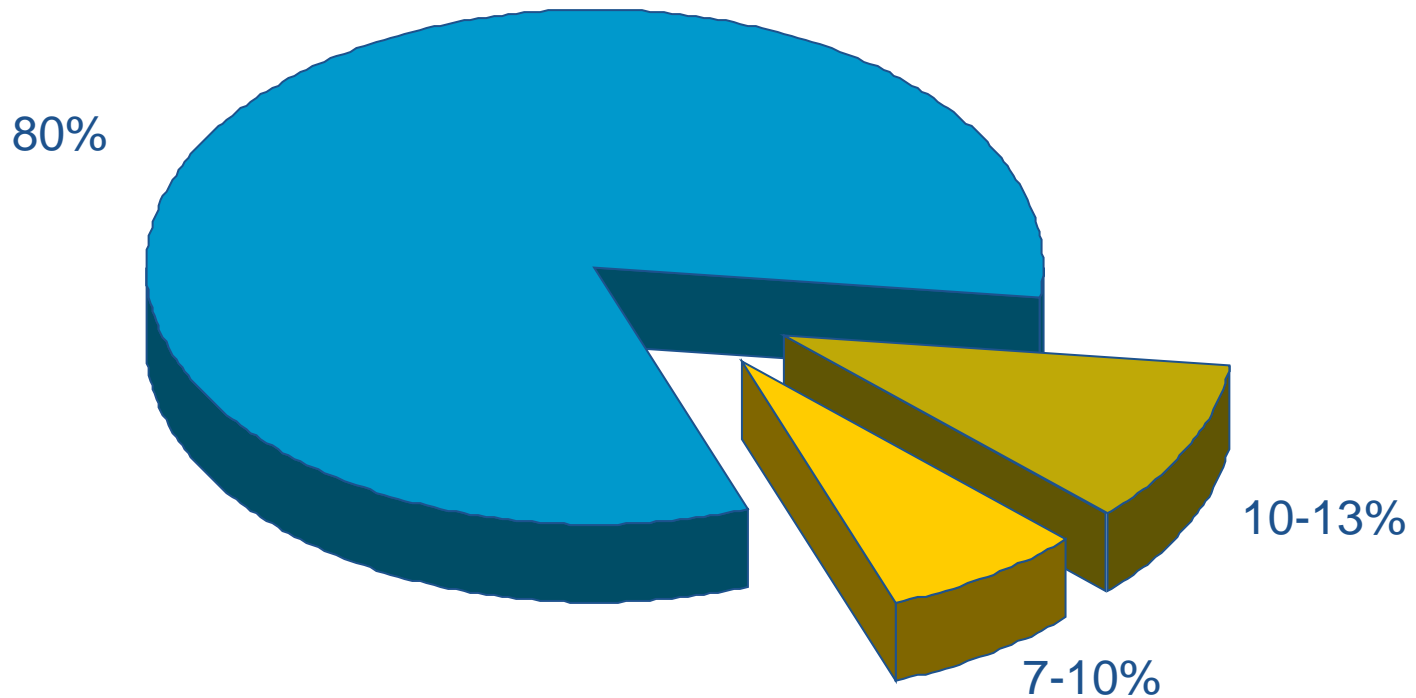
To provide ***quality professional learning and ongoing support*** so that educators have the skills and tools they need to help their ***students become fluent, independent readers***, who are ready to explore the endless possibilities the world of reading has to offer.

Wilson Reading System® Student Profile



Students with Dyslexia (Language-Based Learning Disability)

- People with phonological coding systems intact
- People with phonological coding difficulties
- People with serious phonological coding difficulties



Profile of a Wilson Student

- Students with a language-based learning disability, such as dyslexia
- Students in grades 2-12 and adults in lowest 30th percentile with decoding and spelling deficits
- 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 unsuccessful with other reading programs or who have significant gaps in their decoding and/or spelling

Wilson Reading System (WRS) Principles of Instruction



WRS Principles of Instruction

- Systematic: Sequential and cumulative word study
- Mastery-based progression: Multiple opportunities to practice, feedback
- Diagnostic Instruction
- Explicit: Learning through modeling and doing
- Multisensory / active learning
- Metacognitive
- Decoding & Spelling
- Vocabulary, Fluency, & Comprehension



The Wilson Reading System

12-Steps



WRS Scope & Sequence

Throughout 12 steps, students work on fluency, vocabulary, and comprehension.

Steps 1-6 Consistent Patterns to Establish Solid Foundation

- closed syllable
- v-e syllable
- open syllable
- -le syllable
- suffixes
- multisyllabic words with taught patterns

Steps 7-12 More Complex Concepts and Morphology

- sound options, contractions
- r-controlled syllable
- vowel digraph-diphthong “d” syllable
- suffixes to changing basewords
- advanced concepts

Instructor Manual: Scope & Sequence











Wilson Reading System Overview / Scope and Sequence of Word Structure

Step 1 Closed Syllables (3 Sounds)

- 1.1** f, l, m, n, r, s, (initial) and d, g, p, t, (final) a, i, o (Blending of 2 and 3 sounds)
- 1.2** b, sh | u | h, j | c, k, ck | e | v, w, x, y, z | ch, th | qu, wh (Introduced gradually)
- 1.3** Practice with above sounds (wish, chop, wet)
- 1.4** Double consonants, all (bill, kiss, call)
- 1.5** am, an (ham, fan)
- 1.6** Adding suffix -s to closed syllable words with 3 sounds (bugs, chills)

WRS Ten-Part Lesson Plan Outline

BLOCK 1

Word Study	1  Sound Cards Quick Drill	<small>MINUTES</small> 1:1 @ 2-3 <small>GROUP @</small> 2-3	Phonemic Awareness Decoding Vocabulary Single Word Accuracy/ Automaticity Phrasing / Prosody Fluency and Comprehension at the Sentence Level
	2  Teach & Review Concepts for Reading	<small>MINUTES</small> 1:1 @ 5 <small>GROUP @</small> 5	
	3  Word Cards	<small>MINUTES</small> 1:1 @ 3-5 <small>GROUP @</small> 5-10	
	4  Wordlist Reading	<small>MINUTES</small> 1:1 @ 5 <small>GROUP @</small> 5-10	
	5  Sentence Reading	<small>MINUTES</small> 1:1 @ 5 <small>GROUP @</small> 5	
Spelling	6  Quick Drill in Reverse	<small>MINUTES</small> 1:1 @ 1-2 <small>GROUP @</small> 2-3	Spelling Proofreading Vocabulary High Frequency / Sight Words
	7  Teach & Review Concepts for Spelling	<small>MINUTES</small> 1:1 @ 5 <small>GROUP @</small> 5-10	
	8  Written Work Dictation (Sounds, Words, Sentences)	<small>MINUTES</small> 1:1 @ 15 <small>GROUP @</small> 15-20	
Fluency / Comprehension	9  Controlled Text Passage Reading	<small>MINUTES</small> 1:1 @ 10-15 <small>GROUP @</small> 10-15	Oral Language Skills Fluency Vocabulary Comprehension Visualization At text level (both literary and informational)
	10  Listening Comprehension / Applied Skills	<small>MINUTES</small> 1:1 @ 15-30 <small>GROUP @</small> 15-30	

BLOCK 2

BLOCK 3

Diagnostically Planned Lessons

WRS Lesson Plan

Wilson Reading System®

DATE <input type="text"/>	LESSON NUMBER <input type="text"/>	STUDENT NAME / GROUP <input type="text"/>
SUBSTEP <input type="text"/>	LESSON FOCUS <input type="checkbox"/> INTRODUCTION <input type="checkbox"/> ACCURACY <input type="checkbox"/> FLUENCY	CONCEPTS TO WEAVE <input type="text"/>
WORD TYPE <input type="checkbox"/> REAL <input type="checkbox"/> NONSENSE	"TROUBLE SPOTS" <input type="text"/>	

BLOCK 1 • Word Study

1 SOUND CARDS QUICK DRILL 1:1 Ⓞ 2-3 MINUTES GROUP Ⓞ 2-3 MINUTES

VOWELS	CONSONANTS	WELDED
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
ADD TO NOTEBOOK		DRILL LEADER (IF GROUP)

2 TEACH & REVIEW CONCEPTS FOR READING 1:1 Ⓞ 5 MINUTES GROUP Ⓞ 5 MINUTES

REVIEW CONCEPTS	REVIEW WORDS	CURRENT CONCEPTS	CURRENT WORDS
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ADD TO NOTEBOOK			

3 WORD CARDS 1:1 Ⓞ 3-5 MINUTES GROUP Ⓞ 5-10 MINUTES

SUBSTEPS	ACTIVITY	VOCABULARY WORDS	ADD NEW TO NOTEBOOK <input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	HIGH FREQUENCY / SIGHT WORDS	ADD NEW TO NOTEBOOK <input type="checkbox"/>

4 WORDLIST READING 1:1 Ⓞ 5 MINUTES GROUP Ⓞ 5-10 MINUTES

STUDENT READER	PRACTICE	CHARTING	ERRORS
<input type="checkbox"/> A <input type="checkbox"/> B	PAGE <input type="text"/>	PAGE <input type="text"/>	<input type="text"/>
<input type="checkbox"/> REAL <input type="checkbox"/> NONSENSE	<input type="checkbox"/> TOP <input type="checkbox"/> BOTTOM	<input type="checkbox"/> TOP <input type="checkbox"/> BOTTOM	ACTIVITY (IF GROUP)
WRS LESSON PLAN (060206)			

5 SENTENCE READING 1:1 Ⓞ 5 MINUTES GROUP Ⓞ 5 MINUTES

STUDENT READER	ERRORS	NOTES
<input type="checkbox"/> A <input type="checkbox"/> B	<input type="text"/>	<input type="text"/>
PAGE <input type="text"/>	<input type="text"/>	<input type="text"/>

Multisensory: Visual-Auditory-Kinesthetic-Tactile

- Card and Tile Manipulation
- Tapping (phoneme segmentation and blending)
- See – Say – Write
- Scooping for phrasing/prosody
- Tracing and Skywriting



Metacognition

Knowing the Why

- Students learn how to decode and spell words
- They verbalize what they do in order to succeed
- “Know what they know” and how to apply it



WRS Instructional Goals

Focus on Instruction for Students with Primary Decoding Deficit

Accuracy & Automaticity: Phonemic Awareness & Phonics

Develop accurate and speedy word recognition

Fluency

Develop independent reading of connected text with ease, expression and meaning

Vocabulary & Comprehension

Develop vocabulary and background knowledge and listening comprehension

Word Study

c a p

pre

tend

beagle

Word Study

Two Types of Words

```
graph TD; A[Two Types of Words] --> B[Phonetically Regular (Controlled)]; A --> C[High Frequency Words (includes irregular)]; B --> B1[lash]; B --> B2[slash]; B --> B3[mascot]; C --> C1[what]; C --> C2[was]; C --> C3[her];
```

Phonetically Regular (Controlled)

lash

slash

mascot

High Frequency Words (includes *irregular*)

what

was

her

Phonetically Regular Word Study

Sound/Symbol Relationships

a

Blending & Segmenting

b a g

Syllable Structure

fan

tas

tic

Word Parts

re

gret

ful

Teach Sounds to Automaticity

Sound Mastery

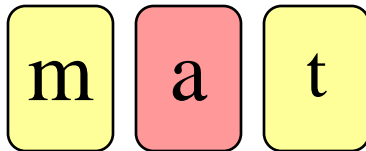
1:1 letter sound
correspondence most frequent
sound of consonants, long and
short vowel sounds

- -production of sound
- -association of grapheme to sound

a	b	c	d	e	f	
g	h	i	j	k	l	
m	n	o	p	qu	r	s
t	u	v	w	x	y	z
wh	ch	sh	th	ck		

Word Study

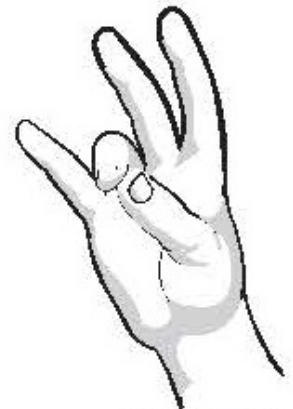
Teaching students to blend phonemes with letters (graphemes) helps them to decode.



Say **/m/** and tap index finger to thumb.



Say **/a/** and tap middle finger to thumb.



Say **/t/** and tap ring finger to thumb.

Syllable Types

Closed Syllable

**drip**
c

Vowel-Consonant-e Syllable

**brake**
v-e

Open Syllable

**she**
o

Consonant-le Syllable

**ta ble**
o -le

R-Controlled Syllable

**bark**
r

Vowel Digraph/Diphthong Syllable

**boat**
d

Closed Syllable

- Has only one vowel
- Vowel is followed by one or more consonants (closed in)
- The vowel is short

i t

s m a sh

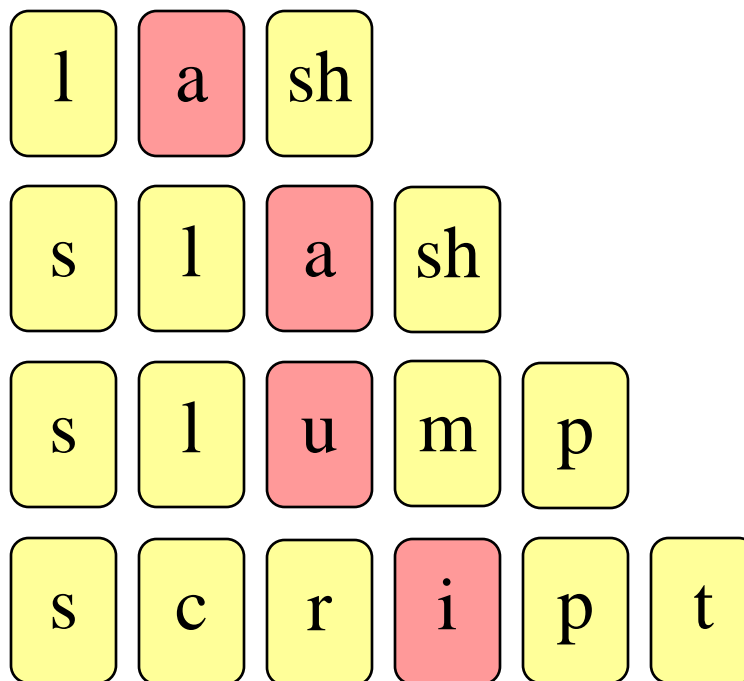
m e

m e t

m a t e

l i sh

Systematic Sequence of Skills



Syllable Instruction is Cumulative

Combine syllables for multisyllabic words

pub

lish

Teach new syllable type in isolation

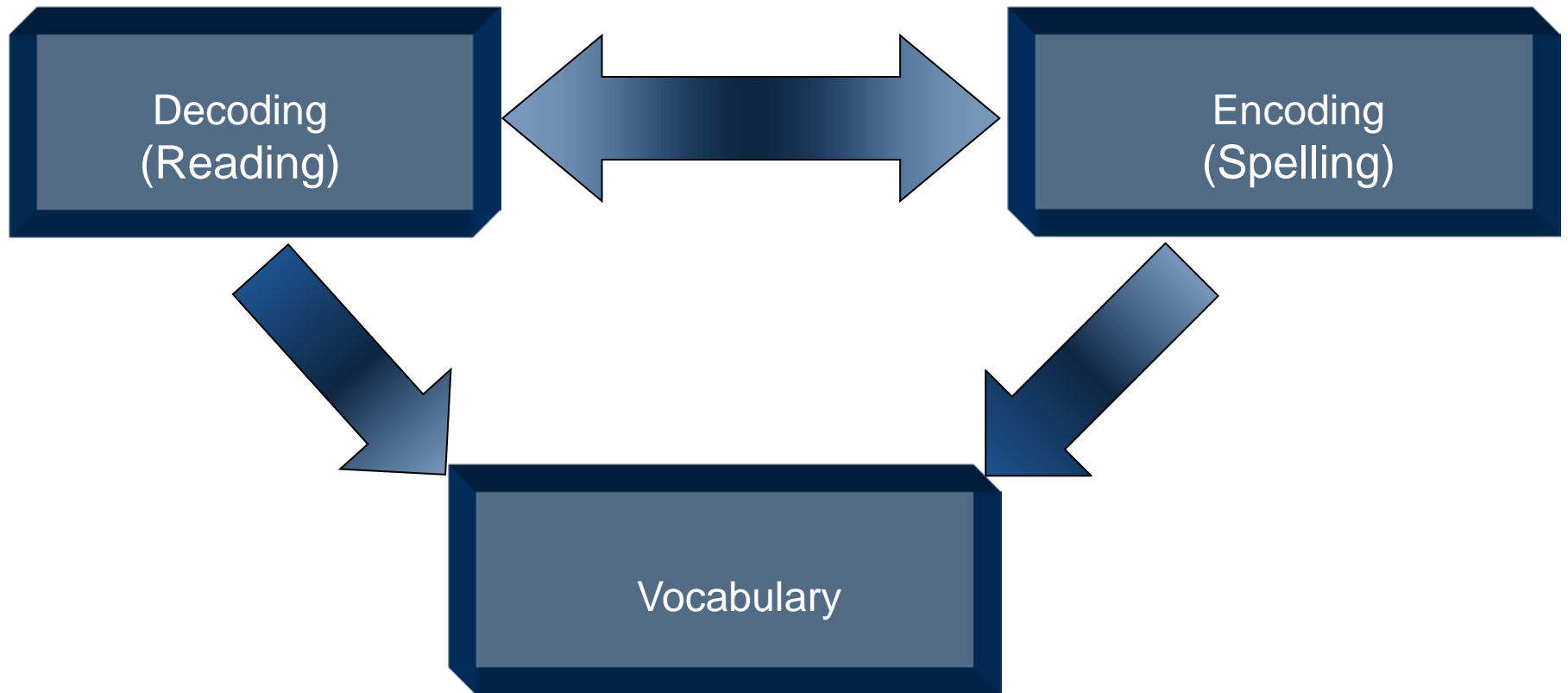
r i d e

and then combine with other types already studied.

ath

lete

Wilson Word Structure



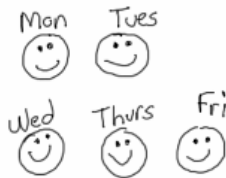
Direct Vocabulary Instruction

Cc

Vocabulary

WORD consistent

MEANING always same behavior
or attitudes

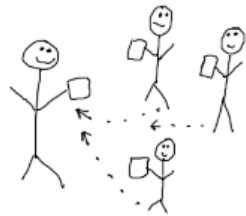


PICTURE

SENTENCE Glen is consistent when he comes to
class each day with a big smile.


WORD collect

MEANING gather things
together



PICTURE

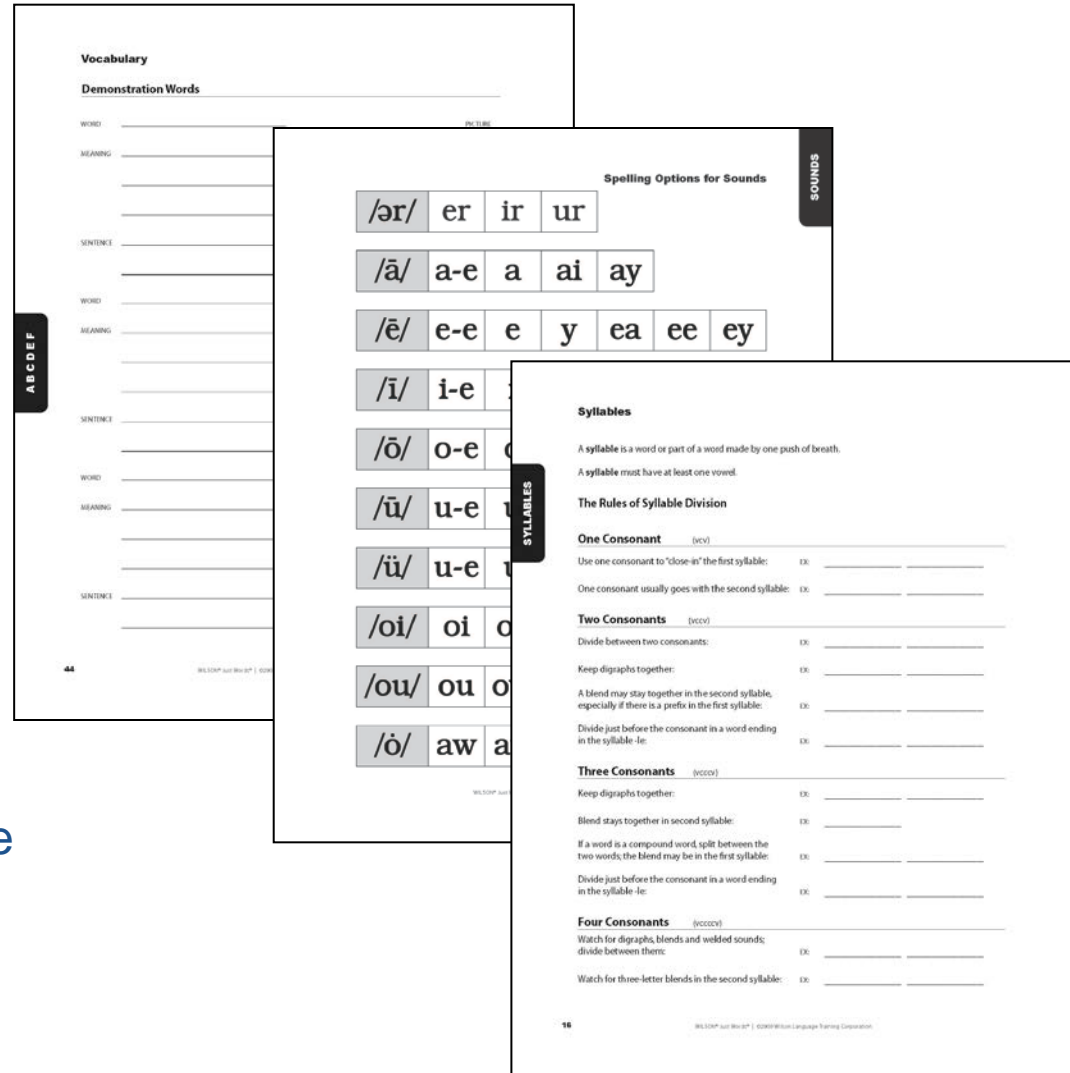
SENTENCE I will collect the papers from all
the kids.


consistent

Student Notebook

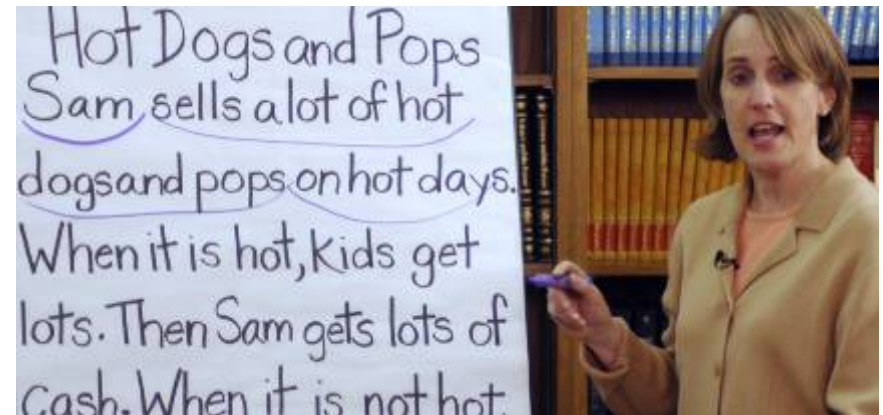
Students develop a notebook for reference

- Sounds
- Syllables
- Spelling Rules
- Vocabulary
- High Frequency Words
- Vocabulary and High Frequency Words sections are alphabetized to reinforce dictionary skills



WRS Focus on Fluency: Connected Text

- Direct instruction and guidance to develop rate and prosody
- Wilson uses a scooping technique to provide a graphical representation of phrasing

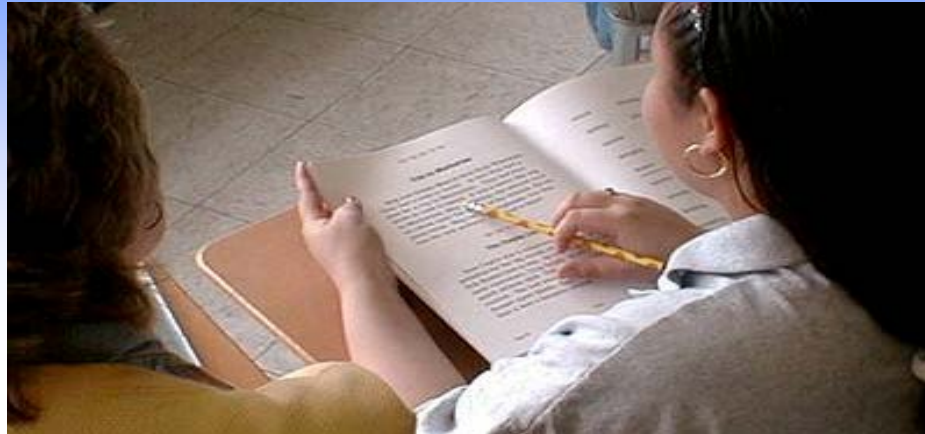


Jim has a job at the Esquire Pancake Shop.

A bad kind of fish is on the run.

Fluency Instruction

Decodable Text



**Controlled
Decodable Text**

**Non-Controlled
Decodable Text
(authentic)**

Extensive Practice with Controlled Text

WRS Student Readers



Controlled Text: WRS Student Reader – Step 1.3

sock	shed	led
dug	mat	lit
pig	pup	nap
quit	kit	Gus
Jack	then	job

did	zap	rub
ship	tot	pad
fish	zag	rug
them	pal	fox
nut	gas	him

Controlled Text: WRS Student Reader – Step 1.3

does for his and from a the to

- 1 Dad let Chet pack the bag.
- 2 Rick had a bad cut on his leg.
- 3 Shut the hen in the shed so that the dog does not get it.
- 4 Ed got the red fish with his net.
- 5 Did Ben get a nip on his neck from the pet?
- 6 Don dug a pit in the mud with Chad.
- 7 Did the dog wag and yap?
- 8 I wish to get that hat back for Tom.
- 9 Get the bug in the web.
- 10 Which jet did Ted get in?

Controlled Text: WRS Student Reader – Step 1.3

lost a the called was to

Beth and the Pup

On the job, at the shop, Beth had a pal. It was a pup. The pup was a lost dog. It did wag and yap. Beth led the pup to a dish. The pup then sat with Beth. Beth called the pup “Zip”.

Controlled Text: WRS Student Reader – Step 3.2

sandwich	traffic	children
nonstop	bobsled	shipment
address	attend	frantic
invent	pumpkin	splendid
seventh	insult	Alfred

pretzel	absent	flannel
kingdom	problem	dragon
pilgrim	talent	spinach
trumpet	skillet	locket
planet	triplet	cricket

Controlled Text: WRS Student Reader – Step 3.2

for have Mr. into

- 1 We had chips, pretzels, and dip.
- 2 The traffic in Boston is a bad problem.
- 3 Dad got a kitten for Dennis.
- 4 Mr. Griffin did not let it happen.
- 5 Nelson was absent from the banquet.
- 6 The chestnut fell into the hot pot.
- 7 Abdel is in the next contest.
- 8 Did Dad insist that Ben have a nap?
- 9 Jim had a bobsled on the hill.
- 10 Bob will go to the dentist with Ben.

Controlled Text: WRS Student Reader – Step 3.2

you said lose need came why asked have how for take he I

Tom's Trumpet

Tom lost his trumpet and he was upset. He told his mom the problem. Mom said, "Tom, how did you lose a trumpet?"

"I insist that it was on this shelf!" said Tom. "I need it for band class."

"Do not get frantic. We will find it," said Mom. All of a sudden, Jill came in and asked Tom why he was upset.

"Do you have my trumpet?" asked Tom.

"Yes," said Jill, "I admit it. The trumpet is in the den. I wish I had a trumpet."

"Jill," said Mom, "you must not take Tom's trumpet. Ask him to lend it to you."

"Yes, I will," said Jill.

Controlled Text: WRS Student Reader – Step 5.4

invasive	evaluate	microscopic
romantic	represent	remodel
immunize	responsive	repulsive
economy	patronize	congregate
colonist	economize	explosive

diplomat	defensive	hemoglobin
electrode	retrospect	insulin
itemize	tabulate	stimulate
majesty	basketry	suffocate
faculty	soft-spoken	re-collect

Controlled Text: WRS Student Reader – Step 5.4

- 1 Mr. Griffin must not violate his contract.
- 2 I think that frog's legs are repulsive to eat.
- 3 Jimmy went to the game to evaluate the opponent.
- 4 Tammy is so shy and soft-spoken but Betsy likes to monopolize a talk.
- 5 This faculty represents the best in the state.
- 6 That long-winded man spoke in monotone.
- 7 We must develop a plan to remodel our home.
- 8 I like to read romantic novels.
- 9 Mom dislikes the mess that can accumulate in the shed.
- 10 Mr. Smith's explosive protest made Tommy erupt.

Controlled Text: WRS Student Reader – Step 5.4

people over would for

Equipment Problem

A conflict over the use of equipment became a problem at the Smith Company. The boss had neglected the problem until it became explosive. He then had to respond. At last, he did regulate the use of the equipment. He did not wish to do this, but he felt it would combat the problem.

People then had to complete a request for equipment time. This became an absolute requirement. People in the company were upset, but the boss insisted. In the end, it did help solve the conflict.

Controlled Text: WRS Student Reader – Step 9.2

sixteen

tree

thirteen

beep

needle

creek

cheer

Hershey

jersey

baloney

hockey

beehive

sleeve

Kathleen

chimney

chimpanzee

bleed

pokey

sweep

Barney

teepee

seventeen

Ashley

jeep

nineteen

between

asleep

referee

screen

beetle

Controlled Text: WRS Student Reader – Step 9.2

thought

- 1 Dad likes to get toffee fudge at the candy shop.
- 2 Barb thought Barney was the most adorable pup.
- 3 I like the turkey and stuffing on Thanksgiving.
- 4 The valley becomes so green in the spring time.
- 5 I plan to volunteer on the day of the race.
- 6 Bradley will get a jersey for the hockey club.
- 7 Let's get a volleyball game started before it gets dark.
- 8 The hokey-pokey dance was a big hit at the party.
- 9 Audrey gave Justin a jersey and a hockey puck.
- 10 Cara just turned sweet sixteen!

Controlled Text: WRS Student Reader – Step 9.2

business took pleased

Mr. Toffee's Agenda

Mr. Toffee was an engineer for the U.S. government. He was sent on a seventeen-day business trip to the Malay Peninsula. He had some time off while he was there. He went into the jungle and took many slide photographs of the wild monkeys.

Mr. Toffee returned to the United States and wished to share his photographs. He went to the Rotary Club on Jersey Street in Cherry Valley. There, he would volunteer a free delivery of his travel description. The club was indeed happy to let him do the presentation.

At the turkey dinner held in November, Mr. Toffee gave his speech and slide demonstration. He did this while the coffee and dessert were being served. He was able to add lots of humor to keep it interesting. The members of the club were very pleased.

Controlled Text: WRS Student Reader – Step 12.5

A

tu

Portugal	natural	sanctuary
tarantula	fortune	actual
spatula	congratulate	situate
factual	statue	intellectual
fortunate	eventually	punctuate

B

ture

expenditure	horticulture	nurture
rapture	venture	puncture
conjuncture	conjecture	scripture
stature	fixture	overture
suture	tincture	legislature

Controlled Text: WRS Student Reader – Step 12.5

ture | tu

- 1 The temperature outside is below freezing.
- 2 The nature around this place is incredible.
- 3 You must think of the future and try to succeed.
- 4 I always liked the game called “Capture the Flag.”
- 5 You should put your signature on this painting.
- 6 Eventually Maria received the long-awaited package.
- 7 That is a natural sanctuary for birds.
- 8 Congratulations are in order since Chris and Mark announced the birth of their third child.
- 9 The flowering pasture became the focus of the photography club.
- 10 Do not jump on the furniture!

Controlled Text: WRS Student Reader – Step 12.5

The Last Frontier

In the past, brave men and women looking for an adventure went searching for gold in California. Today, America's last frontier is Alaska. Its natural land features are incredibly gorgeous! Its way of life is considerably different from mainland America.

Recently, Grace, a young woman, ventured from her home state to live in Fairbanks. This was a bold move! Grace likes challenges and spacious land. She has a deep appreciation for the beauty of nature. She also finds delight in the season of winter.

Approximately 25,000 people are spread out in the area of Fairbanks. The inhabitants have a life-style that corresponds to the land. The pace of life is much slower than Grace's former place. Eventually things get done, but Grace has learned patience and adjusted herself to a more relaxed nature. Grace has now settled into a new way of life.

(continued)

Non-controlled Decodable Text

WilsonAcademy | Differentiated Text Instruction

NON-CONTROLLED DECODABLE TEXT

Backyard Fossil

(January 2015)

Last November, two men from Michigan made a huge fossil find. Dan LaPoint Jr. is a contractor. He and Eric Witzke were working in Eric's backyard when they spotted something odd: a massive item was sticking up out of the land. When the men went over to the object, they could tell it was a big rib bone. Amazed, they began digging up the backyard. It took two days, but they collected 42 perfect mastodon bones. Mastodons are extinct mammals that are distantly related to elephants. They are also the smaller relatives of woolly mammoths. Mastodons inhabited North and Central America up until 10,000-11,000 years ago.

At first, Dan and Eric were sure they had dug up dinosaur bones. However, they were told that the bones belonged to a five ton mastodon that lived during the Ice Age. Although the fossils were located on private land, Dan and Eric only want to keep a couple of the bones to remember the amazing discovery. They will donate the rest of the mastodon bones to a museum at the University of Michigan.

Teacher Resources

This text passage is archived under Science & Technology.

Text Easability Scores

If you would like to measure the text easability scores of this passage, please follow the directions below.

1. Visit the Coh-Metrix Text Easability Assessor website at <http://tea.cohmetrix.com/>. If you do not already have a login and password, create one. It is free and easy to sign up for access to the website.
2. Once you have created an account and sign in, you will be taken to a page with an empty, white text box. Copy and paste the text from this passage into the empty, white text box. Make sure you are only copying and pasting the body of the passage. Do not include the title, date, or any of the resources present in the passage.
3. When you have pasted the passage into the text box, click on the red button beneath the text box that says "Analyze." There will be a short delay and after a few seconds, you will see a bar graph appear to the right of the screen.
4. The bar graph will give you the percentages for several text characteristics including: narrativity, syntactic simplicity, word concreteness, referential cohesion, and deep cohesion.
5. Below the bar graph, the Flesch Kincaid Grade Level is also included for your benefit.
6. Lastly, a paragraph is provided that explains the meaning of the measurements of the text characteristics for your particular passage.
7. Once you have completed measuring your passage, you can click on the "Clear" button below the text box and measure another passage, if you so wish.

Non-controlled Decodable Text

How to Prepare for a Blizzard

(February 2015)

Every time there is a big blizzard predicted, people panic and rush to buy items such as milk and bathroom paper. A massive storm can leave store shelves empty, even after the snow is long gone. Before rushing to shop, here are some helpful tips.

During a bad storm, your water can become polluted. Flooding can happen during very bad blizzards and this can contaminate drinking water. This means that everyone should keep plenty of clean drinking water on hand at all times. You will want to make sure your family has extra water for washing and cooking. Plus, a gallon of water will flush your toilet if the water is shut off.

Then there is food! You should have three days-worth of food items in stock at your home. None of the items should have to be kept cold because if you do not have power, it will all go bad. Some things that you should have are crackers, cereal, juice, shelf-stable milk, and soup. A non-electric can opener is a must for opening cans. Do not forget about your pets and children. They will get hungry as well!



Please Login

Username**:

Password:

Log In

Weekly Passages & Archived Library

This Week's Text Passage

Click on one of these links to view this week's story in an enriched or non-controlled text version.

The History of St. Patrick's Day







[Enriched Text](#)



[Non-Controlled Text](#)

Animals

Click  for enriched text and  for non-controlled decodable text.

		Wild Pandas on the Upswing	01/15
		Prairie Dogs: Really Cool Rodents	3/11
		Narwhals	01/15
		The Most Influential Animals of 2014	12/14
		Fun Facts About Turkeys	12/14
		Snakes, Snakes, and More Snakes!	10/14
		Zombie Ants	09/14
		Random Animal Facts	08/14
		Not-So-True Animal Facts	05/14
		Zebra Stripes	04/14
		Burmese Pythons Make Great Navigators	03/14
		Big Comeback for a Small Fish	02/14
		Emperor Penguins Climb for their Lives	01/14
		What's the Deal with Seahorses?	12/13
		Frog Listens with its Mouth	09/13

Wilson Comprehension S.O.S.™

S.O.S. = STOP - ORIENT - SCAFFOLD /SUPPORT

Reread and elicit discussion at appropriate interval.

Elicit and explain vocabulary using student-friendly definitions, model thinking.

Create imagery, help student to picture story, referring to wording of text.

Draw pictorial representation of content referring to wording of text (as needed).

Have student replay visualization and rehearse a retelling of the passage.

Have student retell story in detail and proper sequence, model as needed.

Have students identify areas of confusion – monitoring

Comprehension Instruction

Listening Comprehension

- Narrative and informational text at higher level than accessible to students at their independent reading levels



Reading Comprehension

- Wilson controlled text
- Wilson non-controlled decodable text (from Wilson Academy)
- As students progress – provide other narrative and informational text at students' independent reading level



Controlled Text Passage Reading

Objectives:

- To provide opportunity for students to practice fluent decoding skills with controlled text.
- To develop comprehension through visualization.
- To develop oral expressive language skills



Listening Comprehension / Applied Skills

Listening Comprehension:

“Read Alouds” – teacher reading and modeling prosody, etc.. – teacher demonstrates S.O.S.



Applied Skills:

Interactive Reading – guided reading / teacher led, but student(s) doing part or all of the reading (can be teacher and student taking turns)
S.O.S. done with student

Independent Reading – students read on their own (also do S.O.S. on their own)



Comprehension: Informational & Literary Text

WilsonAcademy | Differentiated Text Instruction

ENRICHED TEXT

What's Killing Honeybees?

(October 2010)

You've probably heard about the strange case of the missing honeybees. It seems that over the past few years, millions of the buzzing insects have been steadily disappearing. Experts have been keeping a close eye on the situation. They've noticed that the honeybees fly away from their

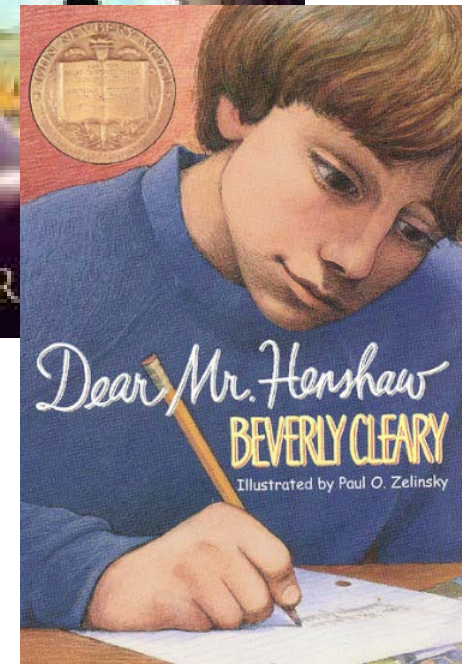
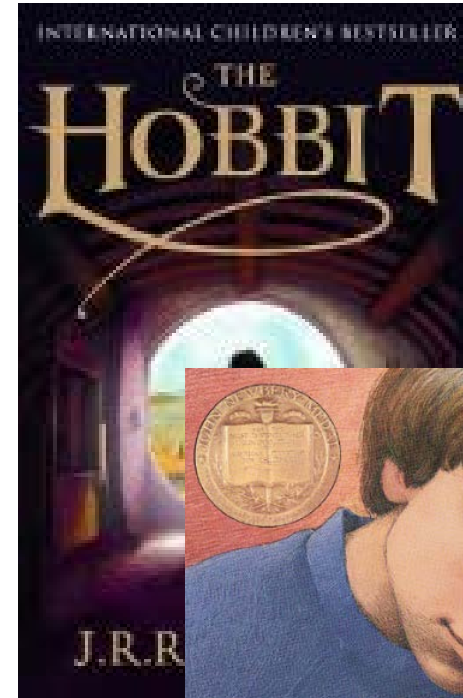
WilsonAcademy | Differentiated Text Instruction

NON-CONTROLLED DECODABLE TEXT

What's Killing Honeybees?

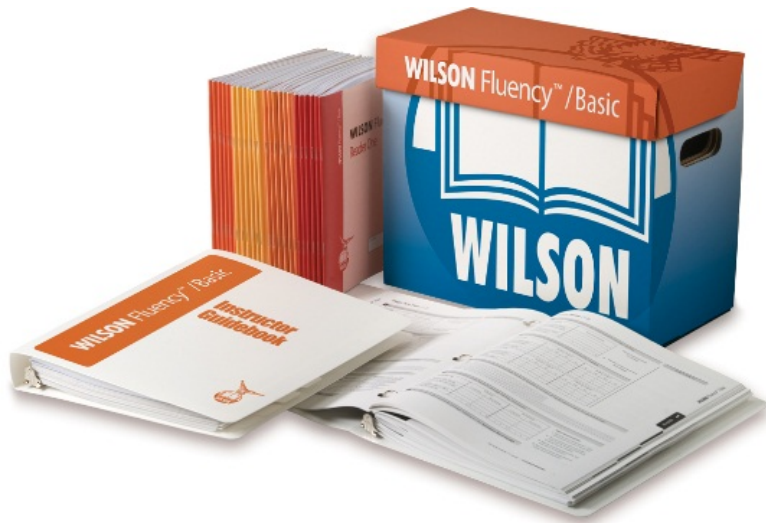
(October 2010)

You likely have heard about the odd case of missing honeybees. Over the past few years, many of the buzzing insects have vanished. Experts have kept a close watch on the bees. They observed that the bees fly away from their

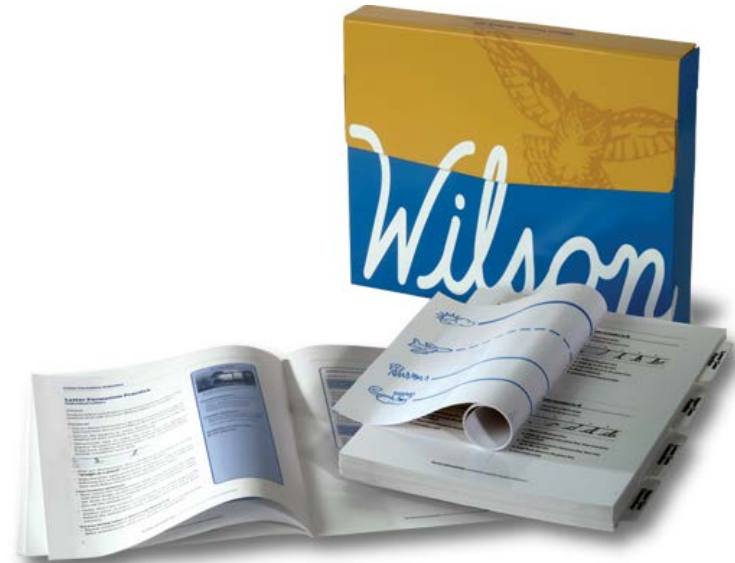


...and more, if needed

Wilson Fluency Basic®



Wilson Cursive Writing®



Identifying Authentic WRS Instruction



Implementation & Teacher Training

WRS Intensive Instruction (Grade 2 – 12, Adults)



1:1 Instruction



**2 – 6 Students in Small Group
Instruction**



Scheduling WRS Lessons

Students with a diagnosed language-based learning disability or dyslexia or those needing more intensive instruction.

1:1

- 2-5 lessons per week for 60-90 minutes

Small Group (2-6 students)

- 3x per week for 90 min or
- 5x per week for 60-90 minutes

(Wilson Certification Recommended)



Pacing

WRS Lesson / Student Progress Record

Wilson Reading System®

STUDENT NAME

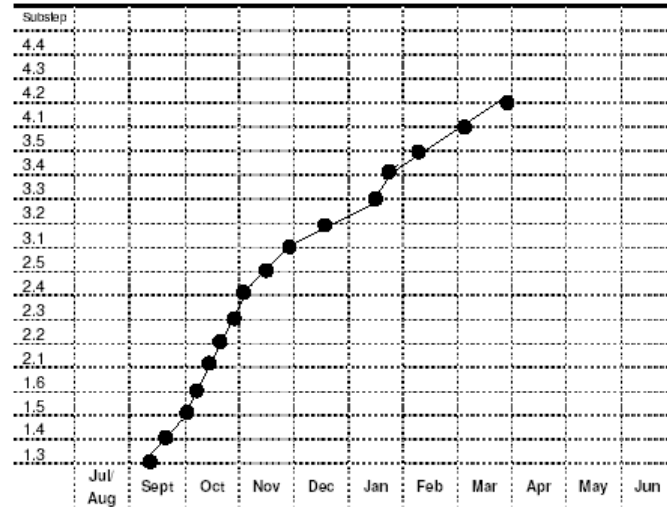
TEACHER INITIALS

Use this form to track your student's progress in the Wilson reading System, marking the date when he or she achieves mastery in reading and spelling for a particular. Note that WRS Substeps do not correlate with a grade level. These steps are skill-groups which are taught in a logical sequence based on the structure of the English language. Every student begins at Step 1 regardless of grade level.

PUT DATE IN BOXES WHEN CONCEPT IS INTRODUCED OR STUDENT ACHIEVES MASTERY FOR READING (R) OR SPELLING (S)		DATE CONCEPT INTRODUCED		DATE STUDENT ACHIEVED ACCURACY		DATE STUDENT ACHIEVED FLUENCY	
STEP 1	CLOSED SYLLABLES (3 SOUNDS)	R	S	R	S	R	S
1.1	f, l, m, n, r, s , (initial) and d, g, p, t , (final) a, i, o (Blending of 2 and 3 sounds)						
1.2	b, sh u h, j c, k, ck e v, w, x, y, z ch, th qu, wh (Introduced gradually)						
1.3	Practice with above sounds (wish, chop, wet)						
1.4	Double consonants, all (bill, kiss, call)						
1.5	am, an (ham, fan)						
1.6	Adding suffix -s to closed syllable words with 3 sounds (bugs, chills)						

Example:

4.4



It typically takes 2-3 years to complete all twelve WRS Steps, if lessons are scheduled appropriately and occur consistently.

It may take longer than 2-3 years if student is severely dyslexic.

A substantial amount of instruction may need to take place before scores improve on standardized (normed) tests.

Wilson Reading System: Measuring Progress

WRS Wordlist Chart

STUDENT NAME: _____


WORD TYPE: ☐ REAL WORDS ☐ NONSENSE WORDS

DATE	10/6	10/7	10/8	10/9	10/10	10/13														
SCORE	1.3	1.3	1.3	1.3	1.3	1.3														
15	u H _{ash}	o hyt	u c _{ap}			d lejr														
14	b Lo _g	b bu _g	b li _g			e t _{yp}														
13	d D _{og}	k he _x																		
12	u J _{ack}	b b _{ag}																		
11																				
10																				
9																				
8																				
7																				
6																				
5																				
4																				

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Wilson Reading System® **WADE**

Wilson Assessment of Decoding and Encoding



Leah (WADE Pretest) Age 10

1. sad	+	
2. fox	+	
3. shad	shed	
4. luck	+	
5. chil	chill	
6. jam	+	5
7. hufs	huffs	
8. nets	+	
9. lic	link	
10. stug	stung	
11. swich	swish	
12. chemp	champ	
13. pres	press	
1. Ben had a dish for the dog.		1
2. Dan get the shells on the doc.	gets shells dock	

WRS Certification for Teachers



Why Certification?

- Teacher knowledge is a critical factor for student success.
- A highly-skilled Wilson teacher can deliver the program effectively and with integrity.
- Each Wilson trainee is expected to acquire a very sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology), as well as specific diagnostic techniques in teaching reading and spelling. In addition, explicit teaching of fluency, vocabulary, and comprehension must be demonstrated.

Knowledge and Practice Standards for Teachers



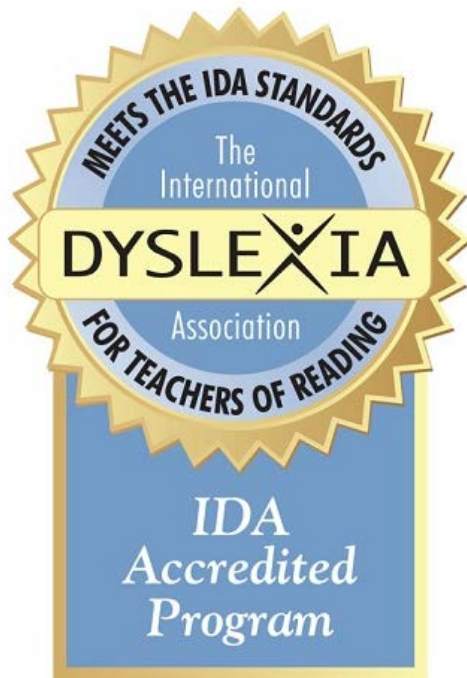
Knowledge and Practice Standards for Teachers of Reading

International Dyslexia Association,
Professional Standards and Practices Committee
2010

Louisa Moats, Committee Chair
Suzanne Carreker
Rosalie Davis
Phyllis Meisel
Louise Spear-Swerling
Barbara Wilson

<https://dyslexiaida.org/knowledge-and-practices/>

WRS Certification - IDA Accredited Tier 3 Program



This designation recognizes that Wilson Reading System Certifications align with the IDA Knowledge and Practice Standards for Teacher of Reading.

Council of Administrators of Special Education



The Wilson Reading System
has been endorsed by the
Council of Administrators of
Special Education.

WRS Certification



WRS Level I Certification

- WRS Introductory Workshop
- WRS Intensive Instruction Online Course (Steps 1-6)
- WRS Steps 1-6 Practicum

WRS Level II Certification

- WRS Advanced Strategies for MSL Group Instruction Workshop
- WRS Group Mastery Practicum
- WRS Advanced Word Study Online Course (Steps 7-12)
- WRS Steps 7-12 Practicum

WRS Introductory Workshop

- Three day (15 hour) workshop provides participants with an overview of the Wilson Reading System curriculum. Examines reading research, principles of instruction, dyslexia, appropriate student identification and placement, program implementation, progress monitoring, and multisensory structured language teaching.
- Pre-requisite for WRS Level I Certification Training.

WRS Level I Certification

WRS Level I Certification

Wilson® Dyslexia Practitioner (W.D.P.)

- Training involves extensive online coursework (90 hours) and a year-long supervised practicum (minimum 60 hours)
- Prepares teachers to work 1:1 with students in WRS Steps 1 – 6

WRS Level II Certification

WRS Level II Certification

Wilson® Dyslexia Therapist (W.D.T.)

- Training involves extensive seminar and online coursework (70 hours) and two supervised practicum courses (minimum 125 hours)
- Prepares teachers to work with small groups of students and in WRS Steps 7-12.

Wilson Dyslexia Practitioners & Therapists

Recommending WRS Level I or II Certified teachers is our way of assuring the integrity of the program and that it is being implemented in the way it was designed.

Teachers who have only attended the WRS Introductory Workshop are not considered “trained” in the Wilson Reading System.

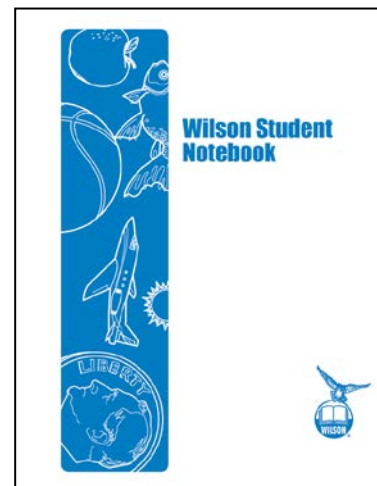
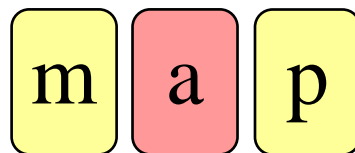
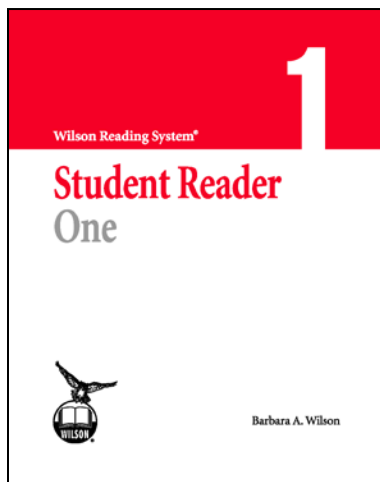
Finding a Wilson® Dyslexia Practitioner or Therapist



Tutor List: 1-800-899-8454
info@wilsonlanguage.com


Identifying Authentic WRS Instruction

- Delivered by qualified instructor, WRS certification strongly recommended
- Lessons scheduled appropriately, number of minutes and days per week
- 1:1 setting or small group (homogenous)
- WRS instructional elements evident: student notebook, student composition book, wordlist charting, pre/posttesting with WADE, etc.




Questions to Ask

- Did my child's Wilson teacher complete the Wilson Level I Certification Training? Wilson Level II Certification Training?
- How many times per week will my child be receiving Wilson instruction? How many minutes are scheduled for each session?
- Will my child be receiving 1:1 instruction or small group (up to 6 students)?
- Would it be possible to see my child's Wilson Student Notebook, Wilson Composition Book, and Wordlist Chart, as well as the WADE (Wilson Assessment of Decoding and Encoding) pre and posttesting?
- How will you measure my child's progress?

**WILSON**
LANGUAGE
TRAINING


ACADEMY STORE CONTACT Search...

ABOUT OUR WORK PROGRAMS PROFESSIONAL LEARNING PARENTS DYSLEXIA STORIES & NEWS




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Wilson provides evidence-based curricula and ongoing professional learning to literacy educators across the country.




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Teachers & Teacher-Leaders



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Achieving Literacy for Life



Never doubt that a small group of committed citizens can change the world. Indeed, it's the only thing that ever has.

~Margaret Mead

