

Wilson Reading System Program Description

Name of Entity: Wilson Language Training
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Type of Program: Intervention Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Grade Level: Grades 2-12
Summary of the program: Wilson Reading System® The Wilson Reading System (WRS) is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress in their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Wilson Language Training and Wilson® Accredited Partners are accredited by the International Dyslexia Association (IDA), and WRS is a program endorsed by the Council of Administrators of Special Education (CASE). WRS directly addresses phonemic awareness, alphabetic principle, decoding, encoding, advanced word analysis, high frequency/sight word instruction, vocabulary development, single word automaticity and fluency with connected text, oral expressive language development, listening and reading comprehension with visualization, and metacognition. Specifically, it: <ul style="list-style-type: none">• Offers a research-based, structured literacy program with more than twenty years of data collected and analyzed from schools and districts implementing the program.• Uses a systematic and cumulative approach to teach total word structure for decoding and encoding. It tackles the word study of phonetically regular words, beginning with phoneme segmentation. Word construction is gradually taught to students according to the six syllable types.• Provides an integrated and systematic instruction of phonology, orthography, and morphology including direct teaching of prefixes and Latin & Greek word elements• Makes all instruction multisensory and interactive, requiring students to use visual, auditory, kinesthetic, and tactile senses to reinforce skills learned and engage motor memory.• Uses a unique “sound tapping” system to help students segment/blend sounds.• Provides a penciling technique for tracking syllable division and prosody.• Teaches concepts through the manipulation of sound, syllable, and suffix cards.• Reinforces the application of skills.• Contains an extensive collection of controlled and decodable text (wordlists, sentences, stories) for students beyond the primary grades.• Provides two levels of vocabulary: one for elementary school students, English language learners (ELL), and those with limited vocabularies, and the other for older students with advanced vocabularies. For vocabulary work, teachers choose targeted words with high curricular/academic utility from the appropriate substep.• Offers explicit instruction in comprehension strategies in each daily lesson plan. Students practice fluent reading with short, decodable passages that are included with each substep.

Wilson Reading System Program Description

These controlled passages allow students with emerging decoding skills the opportunity to develop fluency and reading comprehension strategies. Later in the lesson, teachers engage students deeply in a broad range of high-quality, increasingly challenging literary and informational texts.

- Presents the material in 12 Steps (*not* corresponding to school grade levels) that are further divided into 52 incremental substeps, each building upon the previous one.
- Follows a 10-part lesson plan that addresses phonemic awareness, phonics and word study, encoding, high frequency/sight word instruction, fluency, vocabulary, and listening and reading comprehension in a sequential and integrated fashion.
- Incorporates criterion-based assessments to measure student progress and success.
- Is a comprehensive program that can follow students from grade to grade, as needed.

Student Assessment

Progress monitoring of students supports personalized pacing through the program, ensuring that students master the skills presented in each substep before moving on to learn new skills, and allowing teachers to diagnostically plan each lesson. Formative assessment is built into the WRS program with every single lesson. The teacher tracks how a student is responding to instruction by maintaining a progress chart for each student. Summative assessment (posttesting) takes place at the end of each WRS Step. These assessments have been written to determine a student's understanding of the concepts taught in the specific Step.

Implementing the Wilson Reading System

WRS may be implemented in both individual and small-group (up to six students) settings. Group size affects the recommended scheduling of instruction. Depending on the frequency and intensity of delivery, it can take up to two to three years to complete the entire 12-Step curriculum.

Wilson Language Training has an ongoing commitment to high-quality implementation and professional learning. Wilson's certification programs support an in-depth understanding of language structure and mastery of multisensory and diagnostic instructional techniques. In order to ensure the delivery of the Wilson Reading System with fidelity, teacher professional learning and implementation support is strongly recommended. Teachers using this program should hold a WRS Level I Certification. The training involved in achieving this certification provides teachers with the knowledge and application skills they need to implement the program with fidelity. Other professional learning opportunities include WRS Advanced Coursework and WRS Level II Certification Program, and a District Sustainability Plan with a WRS Trainer. Individuals holding WRS Level I Certification or Level II Certification are eligible to receive Wilson® Dyslexia Practitioner (W.D.P.) or Wilson® Dyslexia Therapist (W.D.T.) credential, respectively.

Please visit <http://www.wilsonlanguage.com/programs/wilson-reading-system/> to learn more about the Wilson Reading System.

Alternatives for Struggling Readers

For those students who may not need an intensive intervention like WRS, Wilson also offers **Just Words®**, a highly explicit, multisensory decoding and spelling program for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs. To learn more about the Just Words program, please visit

<http://www.wilsonlanguage.com/programs/just-words/>