



WILSON LANGUAGE TRAINING

Achieving Literacy for Life

Keys to Success with the Wilson Reading System®

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 1


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.

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 2

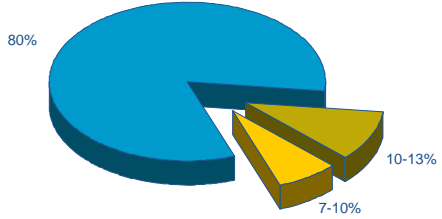
Wilson Reading System® Student Profile



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 3

Students with Dyslexia (Language-Based Learning Disability)

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



Category	Percentage
People with phonological coding systems intact	80%
People with phonological coding difficulties	10-13%
People with serious phonological coding difficulties	7-10%


© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 4

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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 5


Wilson Reading System (WRS) Principles of Instruction



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 6

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



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 7

The Wilson Reading System

12-Steps



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 8

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 base words
- advanced concepts

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 9

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) k l e (Blending of 2 and 3 sounds)
- 1.2 h ch | a | 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 (bill, kiss, call)
- 1.5 am an (ham, fan)
- 1.6 Adding suffix -s to closed syllable words with 3 sounds (bugs, chills)


© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 10

WRS Ten-Part Lesson Plan Outline

BLOCK 1	1 Sound Cards Quick Drill	Phonemic Awareness
	2 Teach & Review Concepts for Reading	Single Word Accuracy/ Automaticity
	3 Word Cards	Fluency / Prosody
	4 Wordlist Reading	Fluency and Comprehension at the Sentential Level
	5 Sentence Reading	
BLOCK 2	6 Quick Drill Review	Spelling
	7 Teach & Review Concepts for Spelling	High Frequency / Sight Words
	8 Written Work Evaluation (Sounds, Words, Sentences)	
BLOCK 3	9 Controlled Self-Managed Reading	Oral Language Skills
	10 Literating Comprehension / Applied Skills	Comprehension / Metacognition / What are your goals and achievement?

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 11

Diagnostically Planned Lessons



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 12

Multisensory: Visual-Auditory-Kinesthetic-Tactile

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





© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 13

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



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 14

WRS Instructional Goals

Focus on Instruction for Students with Primary Decoding Deficit

<p>Accuracy & Automaticity: Phonemic Awareness & Phonics</p> <p>Develop accurate and speedy word recognition</p>	<p>Fluency</p> <p>Develop independent reading of connected text with ease, expression and meaning</p>	<p>Vocabulary & Comprehension</p> <p>Develop vocabulary and background knowledge and listening comprehension</p>
---	--	---

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 15

Word Study

c a p

pre tend

beagle

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 16

Word Study

Two Types of Words

Phonetically Regular (Controlled)	High Frequency Words (includes <i>irregular</i>)
lash	<i>what</i>
slash	was
mascot	her

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 17

Phonetically Regular Word Study

Sound/Symbol Relationships	a
Blending & Segmenting	b a g
Syllable Structure	fan tas tic
Word Parts	re gret ful

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 18

Teach Sounds to Automaticity

Sound Mastery

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

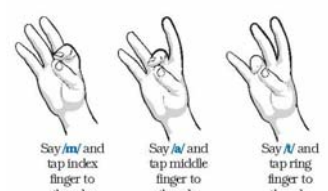
- production of sound
- association of grapheme to sound

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		

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 19

Word Study

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



m	a	t
---	---	---

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 20

Syllable Types

Closed Syllable	<u>drip</u> c
Vowel-Consonant-e Syllable	<u>brake</u> v-e
Open Syllable	<u>she</u> o
Consonant-le Syllable	<u>table</u> o -le
R-Controlled Syllable	<u>bark</u> r
Vowel Digraph/Diphthong Syllable	<u>boat</u> d

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 21

Closed Syllable

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

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

i	t
---	---

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 22

Systematic Sequence of Skills

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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 23

Syllable Instruction is Cumulative

Combine syllables for multisyllabic words

pub	lish
-----	------

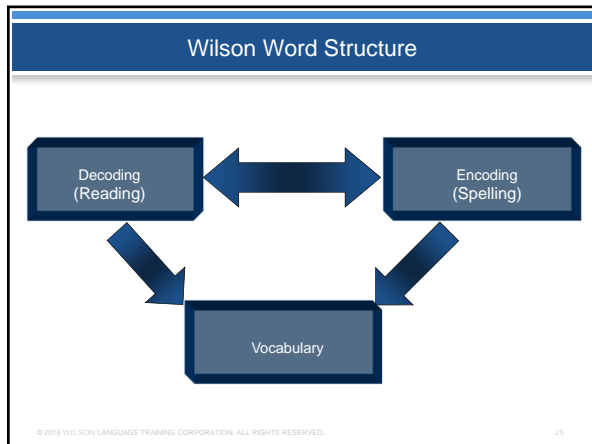
Teach new syllable type in isolation

r	i	d	e
---	---	---	---

and then combine with other types already studied.

ath	lete
-----	------

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 24



Direct Vocabulary Instruction

Cc

_____ consistent _____

_____ always see behavior _____

_____ or attitudes _____

_____ Glen is consistent when he comes to _____

_____ class each day with a big smile. _____

_____ collect _____

_____ gather things _____

_____ together _____

_____ I will collect the papers from all _____

_____ the kids _____

V

consistent

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 26

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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 27

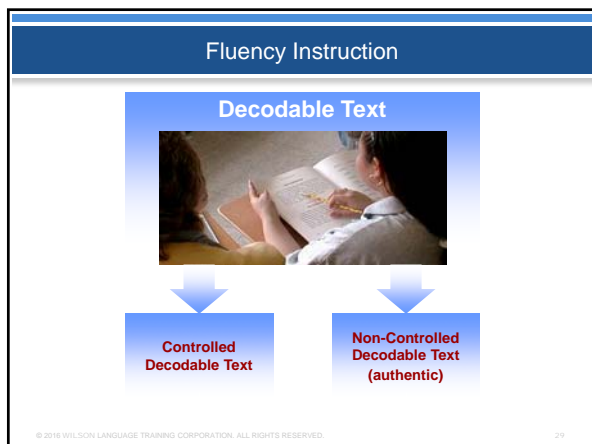
WRS Focus on Fluency: Connected Text

- 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.

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 28



Extensive Practice with Controlled Text

WRS Student Readers

Student Reader One

Student Reader Seven

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 30

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

- 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

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

- 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

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 be

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

through

- 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 hockey-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		
Portugal	natural	sanctuary
taramtula	fortune	actual
spatula	congratulate	situate
factual	statue	intellectual
fortunate	eventually	punctuate
B		
expenditure	horticulture	nurture
rapture	venture	puncture
conjunction	conjecture	scripture
stature	fixture	overture
suture	tincture	legislature

Controlled Text: WRS Student Reader – Step 12.5

- 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.

Non-controlled Decodable Text

Backyard Fossil

(January 2015)

Last November, two men from Michigan made a huge fossil find. One of them is a contractor. He and Eric, 30, were working in Eric's backyard when they spotted something odd. A massive bone was sticking up out of the land. When the men went over to the object, they could tell it was a big old bone. Around, they began digging up the backyard. It took two days, but they collected 42 perfect mammoth bones. Mammoths are extinct mammals that are distantly related to elephants. They are also the smaller relatives of woolly mammoths. Mammoths inhabited North and Central America up until 10,000-11,000 years ago.

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

Teacher Resources

This text passage is archived under Science & Technology.

Text Exemplar Issues

1. Visit the (Open Social) Text Exemplar Resource website at www.wilsonlanguage.com. If you do not already have a login, you will need to create one. If you already have a login, you will need to log in. After you log in, you will see a list of all the text exemplars available. Click on the link for the text exemplar you want to use.
2. Once you have selected a text exemplar, you will see a page with the text, a list of the text's characteristics, and a list of the text's characteristics. You can click on the link for the text exemplar you want to use.
3. When you have selected the text exemplar, you will see a page with the text, a list of the text's characteristics, and a list of the text's characteristics. You can click on the link for the text exemplar you want to use.
4. This text exemplar will give you the paragraphs for several text characteristics including: vocabulary, sentence structure, text organization, sequential relations, and text content.
5. Select the text exemplar you want to use and click on the link for the text exemplar you want to use.
6. Select a paragraph in the list that matches the text exemplar you want to use.
7. Once you have selected the text exemplar you want to use, you can click on the "Text Exemplar" button below the text box and receive 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!

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

<input checked="" type="checkbox"/> Wild Fandango on the Upswing	01/15
<input checked="" type="checkbox"/> Prairie Dogs: Really Cool Rodents	3/11
<input checked="" type="checkbox"/> Nanahuts	01/15
<input checked="" type="checkbox"/> The Most Influential Animals of 2014	12/14
<input checked="" type="checkbox"/> Fun Facts About Turkeys	12/14
<input checked="" type="checkbox"/> Snakes, Snakes, and More Snakes!	10/14
<input checked="" type="checkbox"/> Zombie Ants	09/14
<input checked="" type="checkbox"/> Random Animal Facts	08/14
<input checked="" type="checkbox"/> Not So-True Animal Facts	05/14
<input checked="" type="checkbox"/> Zebra Stripes	04/14
<input checked="" type="checkbox"/> Burmese Pythons Make Great Navigators	03/14
<input checked="" type="checkbox"/> Big Comeback for a Small Fish	02/14
<input checked="" type="checkbox"/> Emperor Penguins Climb for Their Lives	01/14
<input checked="" type="checkbox"/> What's the Deal with Seahorses?	12/13
<input checked="" type="checkbox"/> Frog Lovers with 61 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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 49

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





© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 50

PART 9 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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 51

PART 10 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)



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 52

Comprehension: Informational & Literary 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 bees have fly away from their

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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 53

...and more, if needed

Wilson Fluency Basic®




Wilson Cursive Writing®



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 54



Identifying Authentic WRS Instruction




Implementation & Teacher Training

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 55

WRS Intensive Instruction (Grade 2 – 12, Adults)

1:1 Instruction



2 – 6 Students in Small Group Instruction

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 56

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)

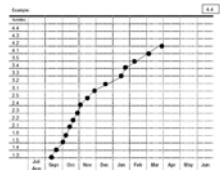
© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 57

Pacing

WRS Lesson / Student Progress Record

Use this form to track your student's progress in the Wilson Reading System. Marking the date when the student completes each step is helpful for reporting. Use the WRS Lessons to plan lessons with a partner. There may be 48 lessons which may be completed in a single session or over the course of 48 days. Please indicate the date of completion.

Lesson	Completed	Not Completed	Not Started	Not Assessed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
45				
46				
47				
48				



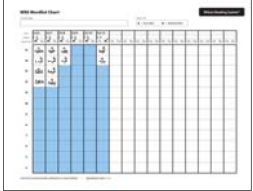
It typically takes 2-3 years to complete all twelve WRS Steps, if lessons are scheduled appropriately and occur consistently.

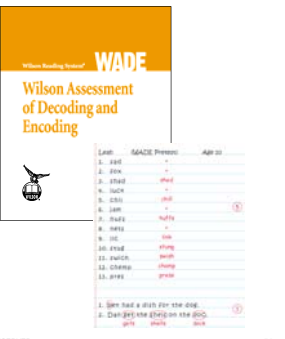
It may take longer than 2-3 years if student is severely dyslexic.

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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 58

Wilson Reading System: Measuring Progress





© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 59

WRS Certification for Teachers



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 60

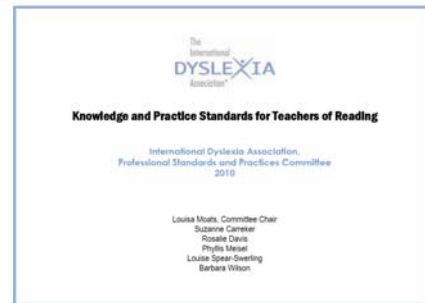
Why Certification?

- 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.

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED.

61

Knowledge and Practice Standards for Teachers



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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED.

62

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.

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED.

63

Council of Administrators of Special Education



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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED.

64

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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED.

65

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.

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED.

66

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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 67

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.

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 68

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.

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 69

Finding a Wilson® Dyslexia Practitioner or Therapist

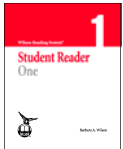


Tutor List: 1-800-899-8454
info@wilsonlanguage.com

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 70

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.



m

a

p



© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 71

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?

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 72

www.wilsonlanguage.com

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

PARTNERING
With Districts & Universities

PREPARING
Teachers & Teacher-Leaders

SUPPORTING
Students & Parents

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 73

Program Questions

Wilson Customer Support
1-800-899-8454
info@wilsonlanguage.com
Monday - Friday

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 74

WILSON LANGUAGE TRAINING

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

© 2016 WILSON LANGUAGE TRAINING CORPORATION. ALL RIGHTS RESERVED. 75