

## A REVIEW OF THE PROGRAM

Some background Information:

The Wilson program was originally created by Barbara Wilson and geared toward adults with language disorders in 1988. It is based on the studies and philosophies of Samuel Torrey Orton and Anna Gillingham. Methodologies based on one to one instruction focusing on intensive phonics based instruction utilizing the three learning modalities: auditory, visual and kinesthetic.

Classroom Instruction in the Program:

Each instructional period is used with the means to keep the students interested and actively engaged. The short time spent in each area directly teaches individual needs while reviewing previously mastered skills. Throughout the lesson there are multiple opportunities to learn concepts within the English language.

The controlled text that has been created provides students with learning practices while also containing progressively challenging word patterns. Non-controlled text are provided to demonstrate applied skills in word-attack skills, word patterns and spelling. Many of the text are from non-fiction resources such as the New York Times, Time Magazine and global news organizations. Students are constantly reading and learning from current issues locally and around the world.

The most important part of the Wilson program is that it eliminates the “guessing” when students are trying to read a word for meaning. Using the techniques taught a student is able to break down the word into parts, using methods taught.

### BLOCK LESSON DAY 1: WORD STUDY

<b>Sound Card Quick Drill:</b> To establish a quick and automatic letter naming and production of sound decoding	2-3 Minutes
<b>Teach &amp; Review Concepts for Reading:</b> To establish understanding of word structure by pre-	5 minutes
<b>Word Cards:</b> To apply understanding of word structure with word examples presented as a whole rather than in parts and to establish fluency of single word decoding. Vocabu-	5- 10 minutes
<b>Wordlist Reading:</b> To determine independent application and proficiency	5-10 minutes
<b>Sentence Reading:</b> To provide the opportunity for students to practice fluent decoding skills with controlled text and to estab-	5-10 minutes

### BLOCK LESSON DAY 2: SPELLING

<b>Quick Drill in Reverse:</b> Students repeat sounds and point to the correct letter.	2-3 minutes
<b>Teach and Review Concepts for Spelling:</b> To establish a process to spell words by breaking them into parts (sounds, syllables, suffixes) as oppose to memorizing specific words.	5-10 minutes
<b>Written Work Dictation:</b> To develop independent spelling skills and proofreading.	15-20 minutes

### BLOCK LESSON DAY 3:

<b>Controlled Text Passage Reading:</b> To provide the opportunity for students to practice fluent decoding skills with controlled text and to establish the connection of reading for meaning.	10-15 minutes
<b>Listening Comprehension/Applied Skills:</b> To develop comprehension of literature, to increase oral expressive ability, and to provide students with guided application of skills to non-	15-20 minutes