



Frequently Asked Questions – School Administrators

What is Wired for Reading and what are its advantages?

Wired for Reading is a research-based word analysis program that focuses on using linguistics to teach the deep structure of language and phonics. Using the Gradual Release of Responsibility model, concepts are taught using engaging, multi-sensory, and multi-modal lessons with clearly defined learning goals. Students then use differentiated evidence-based games and activities to practice, apply, automate, and transfer learned skills.

Wired for Reading is grounded in a linguistics based approach to understanding the English language. Research consistently shows that when teachers understand linguistics, the deep structure of language and phonics, they are better able to better understand their students' decoding and spelling errors and can better guide students to self-monitor and self-correct during independent reading and spelling. (McCutchen et al., 2009)

The content of Wired for Reading focuses not only on building phonological and phonics skills, but also on developing an understanding of the history of the English language and how this history affects spelling to support both phonics and morphological understanding. In accordance with RTI, differentiation is built into the scope and sequence of Wired for Reading by allowing all students to receive the same content at the pace and depth that best meets their needs.

Wired for Reading is also written with a focus on integrated literacy and the elements of the National Reading Panel "Big 5" recommendations. The lessons are aligned to best instructional practices and are based on Common Core Standards skills.

What are the shortcomings of Wired for Reading?

Wired for Reading is a comprehensive *word analysis* program and, as a part of an integrated literacy plan, is designed to be used in conjunction with other passage level fluency and comprehension programs.

The complexity and depth of the content in the curriculum, particularly at the articulatory - phonological foundational level, may require additional teacher training to implement. As such, teachers who have completed a course may retake it as many times as they would like and need only pay the materials fee each time. Moreover, Seattle University, who sponsors all courses, allows teachers to earn clock hours or credit for each class twice, the first as a new participant, and the second time through as a practicum student.

The teacher training and content of the curriculum has been available in the Northwest since 1997 through teacher training classes and many teachers have successfully implemented Wired for

Reading in their classrooms (1997-2009 through the Linguistic Remedies Activities Manual; Wise and Rogan, and 2010-2014 through Wired for Reading; Rogan). However, there have not been classroom-ready curriculum materials available. This is being addressed by the publication of the Word Wires curriculum manual series, which is designed to ease the classroom implementation of the Wired for Reading program. Currently, the Foundational (K/1) materials will be available in August 2015, with subsequent books scheduled to be released in August 2016 and August 2017.

Does Wired for Reading align with the Common Core Standards?

The scope and sequence of our phonological, phonics, and morphology work align to the sequence of skills in both Common Core Foundation and Language. Wired for Reading integrates word analysis skills with grammar, fluency work, and word, phrase and sentence level comprehension. The foundational level Word Wires curriculum book also includes integration for shared reading experiences, and explicit instruction for handwriting. Each Word Wires manual includes an index identifying which lessons address each of the Common Core Standards in Foundation and Language and this information is also being added to the Wired for Reading Teacher's Manual during its current revision process.

What current scientific research is Wired for Reading based on?

Wired for Reading is derived from and deeply grounded in evidence-based research including the works of Allington, Duke, Beck, Berninger, Calfee, Henry, Moats, Olson, Pearson, Toregsen, Wise, and Wolf, among many others. Each lesson has been designed using the dual filters of the recommendations of the National Reading Panel and pedagogical best practices as defined by scientifically-based research.

What literacy skills does Wired for Reading work towards?

As a recursive word analysis program, all skills are taught, practiced, applied, automated and transfer at the sound, word, phrase, sentence, and paragraph level.

Handwriting (Foundational Word Wires Curriculum Book Only):

- Sequence of letter formation instruction is based on advice from Occupational Therapist's concept of degrees of difficulty.
- Letter formation is taught using research based strategies on motor sequencing and mental imagery (Berninger et al., 1997).

Articulatory-based Phonological Awareness:

- Phonological instruction is taught following a linguistic developmental sequence, beginning with the sounds that are easiest to hear see and feel.
- Students learn to organize consonant sounds by the articulatory sequence of place (lip, tip, or back), as well as by five manner groups, and whether the sound is voiced or unvoiced. This kid friendly linguistic structure creates a common classroom vocabulary for both phonological and phonics exploration and error handling.

- Students learn to map all 18 English vowel sounds phonologically, based on location in the mouth to help strengthen their phonological awareness and train them to use their mouth to help their ears in future reading and spelling tasks.
- Students track sounds and their order, and learn to manipulate sounds in single syllable words by using mouth cards as a scaffold for phonological awareness and memory.
- Students are taught to say and stretch sounds to hear and feel the sounds and their order in words in order to be able to self-monitor and self-correct as they read and spell.

Phonics:

- Students learn all phonics patterns using multi-modal and multi-sensory strategies using stories, drawing, music, drama, and games.
- Students learn to use word origin to make spelling choices, starting with Anglo Saxon based core patterns, and later followed by Latin and Greek multisyllabic spelling patterns. The word origin framework provides a placeholder for patterns that don't follow early phonics skills.
- Students learn all consonant letters and their sounds, including diagraphs and blends.
- Students learn the 6 syllable types (Closed, Open, VCe, R-controlled, Vowel teams (Wired names: O-team, 2 Vowels Go Walking, and Leftovers), and -le.
- Students are taught to differentiate between y as a consonant and y as a vowel.

Sight Word Development:

- Sequence of sight word instruction is based on the most common words in English, as well as words found in students' independent writing.
- Students use research-based practices of color coding and mental imagery to develop visual imagery of letter patterns in words. (Berninger et al., 2006)

Morphology:

- Students learn the three elements of words; sounds, letters and meaning through a graphic organizer called the Word Triangle. (Berninger & Fayol, 2008)
- Students learn multiple meaning strategies for homonyms and words with multiple meanings and shades of meaning (bank, can) using the Flower Word strategy. (Wolf et al., 2008)
- Students learn grammar words such as *of*, *the*, and *and*, by practicing them in a meaningful context such as, *United State **of** America, **the** best movie, dogs **and** cats* using the Glue Word strategy. (Wolf, 2008)
- Students learn parts of speech to understand the jobs of words, particularly grammar words, in phrases and sentences to aid fluency and transfer.
- Students learn basic suffixes (-s, -es, -ed, -ing, -er, -y) morphologically as meaning based chunks, playing with how adding suffixes change the meaning of the base word.

How does Wired for Reading integrate into the RTI Model?

The RTI model expects a continuity in curriculum and pedagogical practices between all three tiers, so that all students learn the same content and routines. To respond to the needs of Tier 2 and 3 students, the pacing and depth of Wired for Reading instruction is adapted and may delve deeper and scaffold back to support different learning needs. Double dosing and pre-teaching

during intervention work and learning the architecture of English, as developed in the Wired for Reading curriculum, helps all students receive the same content, but at the pacing and depth that best fits their needs.

Our model of instruction is based the RTI model where core concepts are taught whole group, with pre- or post-teaching based on the needs of individual students. The Wired for Reading program is ideal for students with Dyslexia and Dysgraphia because it explicitly addresses the low-order neural processing issues (phonological awareness and memory, orthographic coding, and rapid automatic naming) that are the root of why these students struggle with learning to read, spell, and write. This aspect of instruction is built into the RTI framework for Tier 2 and 3 students and is not considered a separate “program” but rather a differentiation of learning.

What assessments are included in Wired for Reading?

The curriculum manual includes criteria assessment for both placement and differentiation. Also, there are end of unit assessments to gauge understanding of common core concepts. The expectation for partner work includes end of the week spelling assessments for both sight words and pattern spelling. Built into the instructional practices are ongoing, informal teacher observations to determine students need for additional support and/or readiness for next level of instruction. All word lists are leveled to provide differentiation during practice of core skills. Many of the games and activities can be used to provide informal assessment, particularly to differentiate small group work.

What other schools and districts are using Wired for Reading?

Many other schools and districts use Wired for Reading to varying degrees depending on the needs of each district and school. Public school districts include: Bellevue, Edmonds, Shoreline, Seattle, Highline, Monroe, Lake Stevens, Lake Crescent, Renton, and Mercer Island. Private schools include: The Archdiocese of Seattle (St. Joseph and St. Luke especially), The Evergreen School, The Meridian School, The Brighton School, Spruce Street School, The Little School, Giddens, Jewish Day School, The Seattle Jewish Community School, The Seattle Hebrew Academy, The Perkins School, and West Hills Christian School (Portland, OR).