Wilder Reading Language Chart
Post Language Intervention

Reading/Written Language		Oral Language	
Comprehension		World Knowledge vocabulary	
Fluency		Syntax	
Morphology		Vocabulary	
Phonics		Working Verbal Memory (coding)	
Phonological Awareness		Artic Pronunciation	
Phonemic Awareness		Artic Pronunciation Minimal Pairs	
Spelling			

Wilder Reading Language Chart
Post Decoding Intervention

Reading/Written Language		Oral Language	
Comprehension		World Knowledge vocabulary	
Fluency		Syntax	
Morphology		Vocabulary	
Phonics		Working Verbal Memory (coding)	
Phonological Awareness		Artic Pronunciation	
Phonemic Awareness		Artic Pronunciation Minimal Pairs	
Spelling			

Wilder Reading Language Chart
What If?

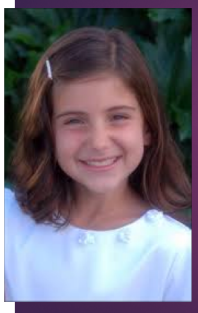
Reading/Written Language		Oral Language	
Comprehension		World Knowledge vocabulary	
Fluency		Syntax	
Morphology		Vocabulary	
Phonics		Working Verbal Memory (coding)	
Phonological Awareness		Artic Pronunciation	
Phonemic Awareness		Artic Pronunciation Minimal Pairs	
Spelling			

"Elizabeth demonstrates poor syntax skills that are impeding her ability to develop adequate reading fluency skills."

"Elizabeth's both oral and written comprehension are below desired levels of performance."

"Elizabeth's reading comprehension issues are consistent with her oral comprehension skills."

"Elizabeth's phonics skills are being negatively impacted by her weak phonological awareness skills."



VICKY

F: 8 YEARS, 2 MONTHS

- DX OF DYSLEXIA
- 8 MONTHS OF INTERVENTION
- GAINS IN SINGLE WORDS
- FLUENCY AND COMPREHENSION SOARED!

Wilder Language and Learning Chart
Initial Testing

Reading/Written Language		Language	
Comprehension		World Knowledge vocabulary	
Fluency		Syntax	
Morphology		Deep Vocabulary	
Phonics		Working Verbal Memory (coding)	
Phonological Awareness		Artic Pronunciation	
Phonemic Awareness		Artic Pronunciation Minimal Pairs	
Spelling			

Wilder Language and Learning Chart
Post Intervention

Reading/Written Language		Language	
Comprehension		World Knowledge vocabulary	
Fluency		Syntax	
Morphology		Deep Vocabulary	
Phonics		Working Verbal Memory (coding)	
Phonological Awareness		Artic Pronunciation	
Phonemic Awareness		Artic Pronunciation Minimal Pairs	
Spelling			

WILDER LANGUAGE AND LEARNING

Final Thoughts

- Our success is more dependent on an accurate profile than our instructional tools or skills.
- Success in general is dependent on the MATCH between needs and intervention.
- Intervening on one's reading development without language information would be the same as intervening on one's reading development without phonological awareness or single word reading information.

Next Steps

- Use the provided chart.
- Design your own chart as a team. Logical, Helpful, Consistent
- Choose one area on the chart to begin.
- You will likely need to rework your assessment model/outline.

That is All! It Is Language Folks!

- Wilderlanguageandlearning.com