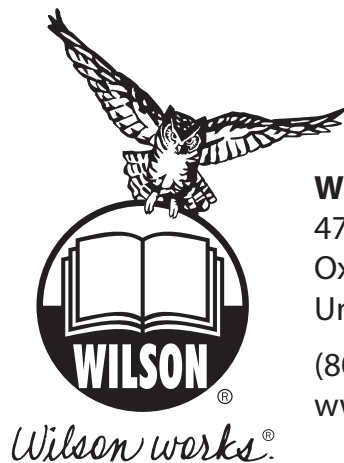


WILSON Reading System[®]

4th Edition

Materials Information



Wilson Language Training Corporation

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Fourth Edition **WILSON** Reading System®

The WRS 4th Edition builds on more than 30 years of proven success and provides teachers with explicit guidance and resources in word structure, vocabulary, fluency, and comprehension instruction.

What's new and enhanced in the 4th edition?

The WRS 4th Edition has been updated extensively. With this new edition, we have ensured that the teacher and student resources now incorporate all the research-based best practices that have been a part of our teacher professional learning courses for many years.

The Wilson Reading System 4th Edition features the following highlights:

- Expanded and revised Instructor Manual
- Added focus on core/academic vocabulary
- Integrated and systematic instruction of phonology, orthography, and morphology, including direct teaching of prefixes and Latin & Greek word elements
- New fluency and comprehension guide for Block 3
- Enhanced student progress monitoring
- New high frequency word cards and phrases for practice and dictation
- New sentences and expanded stories in the Student Readers, with focus on high frequency, core, and academic words



Wilson Language Training® (WLT) and Wilson® Accredited Partners have received accreditation by the International Dyslexia Association (IDA).

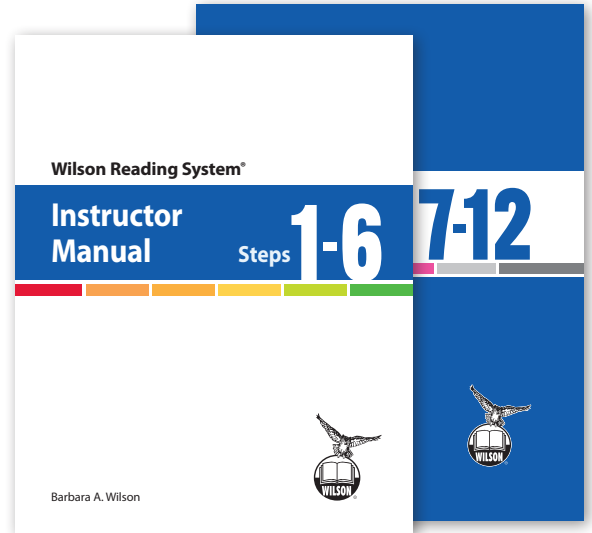




Wilson Reading System® Instructor Manuals

The 4th edition **Instructor Manuals** are easy to navigate and include new, revised, and expanded content incorporating the “what, how, and why” of Wilson instruction. The full-color, hardcover manuals are divided into two volumes, allowing for more detailed instruction and explicit fluency and comprehension guidance for Block 3.

- *Instructor Manual Steps 1-6*
- *Instructor Manual Steps 7-12*



Each Instructor Manual includes the following sections:

- Introduction – background information about the key instructional components and principles of instruction
- Lesson Planning & Execution – detailed guide for standardized instructional procedures
- Step Instruction – detailed instructions for the word study parts of the lesson
- Comprehension & Fluency Block 3 Guide – detailed guidance on Block 3 instruction, including how to help students apply emerging word-level proficiency to fluently read and comprehend text (Steps 1-6), and move students through the Secondary and Proficient Phases (Steps 7-12)
- Appendix – reproducible forms and other valuable information

Step 2

At the end of this Step, students should know how to:

- Identify welded sounds for the graphemes:
ang, ing, ong, ung, ank, ink, onk, unk, lid, ind, old, olt, ost
- Define a syllable and identify a closed syllable and a closed-syllable exception
- Differentiate between a blend and a digraph
- Identify and read words with two-letter blends, three-letter blends, and digraph blends
- Read and spell words or nonsense syllables with a short vowel (up to six sounds)
- Recognize common closed-syllable Latin bases

Sequence of Word Study Skills

- ang, ing, ong, ung, ank, ink, onk, unk** (bang, pink); +suffix -s (kings)
- Four sounds in a closed syllable; + suffixes -s or -es (flag, steps, brushes)
- Closed-syllable exceptions: **lid, ind, old, olt, ost** (mold, host)
- Five sounds in a closed syllable; + suffixes -s or -es (spend, crafts, branches); 15 closed-syllable Latin bases (-rupt-, -sist-, etc.)
- Three-letter blends and up to six sounds in a closed syllable; + suffixes -s or -es (sprink, scrap, stresses); 15 closed-syllable Latin-base elements with a **ct** blend (-duct-, -spect-, etc.)

In Step 2, you will continue to work with short vowels. Students will learn how to blend and segment four sounds, then five sounds, then six sounds in a given syllable. Students must be able to segment the sounds independently. If students cannot do this, do not move on, even if the students read and spell the words correctly. This mastery is essential for future success. You will use Letter-Sound Cards, blank cards, and finger tapping to teach this skill with nonsense syllables as well as real words.

At the beginning of this Step, the students will learn about closed syllables. Emphasize this concept throughout the step as it is important that students visually recognize closed syllables. The students should know that if a syllable is closed, **then** the vowel sound is short. Thus far, students have been reading and spelling base words and suffixes. Together, these words have two elements, but the base words by themselves have been simple words—that is, they have had only one word element.

You will also introduce a new word element: closed-syllable Latin bases such as **rupt (dis-rupt)**, **ject (sub-ject)**, and **pend (sus-pend)**. These look like nonsense words, but they have meaning, are part of longer words, and actually carry the main meaning of a word. Some of the Latin bases can stand alone as a word (**duct**), as well as combine with other elements (**conduct, deduct, induct**) to form the base word. However, most of the Latin bases, **must** be combined with another element either before or after it (**disrupt, rupture**) in order to form a word.

In Step 2, students will read and spell Latin bases in isolation. This will prepare them to combine these bases with other word elements to form longer words, which begins in Step 3. Although you will introduce students to the meaning of the bases, understanding its meaning will happen over time, as words are formed in subsequent Steps.

Students will work with Latin bases using Latin-base Cards. These cards can be recognized by the dash both before and after the word element called a base:

-rupt-

By the end of this Step, Standard Card Display for Teacher

a	b	c	d	e	f	ang	ank	
g	h	i	j	k	l	ing	ink	
m	n	o	p	qu	r	s	ong	onk
t	u	v	w	x	y	z	ung	unk
wh	ch	sh	th	ck	-cs	-s		
f	l	s	all	am	an	-rupt-	-struct-	
lid	ind	old	olt	ost				

Substeps

2.1 Cards/Tiles to be added

ang	ing	ong	ung	ank	ink	onk	unk
-----	-----	-----	-----	-----	-----	-----	-----

2.2

--	--	--	--	--	--	--	--

2.3

lid	ind	old	olt	ost
-----	-----	-----	-----	-----

2.4

-dress-	-gress-	-mand-	-mit-	-pel-	-press-	-rupt-
-sent-	-sist-	-stant-	-sult-	-tend-	-tent-	-vent-

2.5

-duct-	-dict-	-fect-	-fect-	-flict-	-ject-
-lect-	-paet-	-rect-	-sect-	-spect-	-struct-
-tact-	-tract-	-vict-			

Teacher Materials Needed

- See graphics on this page and add Letter-Sound Cards and Word Element Cards (prefixes, base elements, suffixes) when introduced
- Substep-specific Syllable Cards
- Substep-specific Word Cards
- Step 2 High-Frequency Word Cards
- Dictation Book (Steps 1-6)
- Rules Notebook
- End-of-Step Assessment Teacher Guide and Student Progression Recording Forms (Steps 1-6)

Student Materials Needed

- Provide Letter Tiles when introduced, as shown
- Student Reader Two
- Student Notebook (Steps 1-6)
- My Step Progress Booklet (Steps 1-6)

Supplemental Materials

- Word Element Detective Workbook (Steps 1-6)
- Student Workbook Step 2
- Wilson Workbook®

Block 3 Guide

The following pages outline Word Study and Spelling for Parts 1-8 (Blocks 1 and 2 of the lesson). Guidelines for planning Parts 9-10 (Block 3) of the lesson can be found in the **Comprehension and Fluency Block 3 Guide**.

Block 1 Word Study (Lesson Plan Parts 1-5)

Substep 2.1 Word Study

1 - SOUNDS QUICK DRILL

Drill all previously taught vowel Letter-Sound Cards. Have the student say letter-phoneme sound. Introduce with previously taught consonants and syllable letters. Drill them by having the student say letter sound, using keywords as needed.

Student(s) learn the following letter combinations (L):

ang-ang-ang / ank-ank-ank
 ing-ing-ing / ink-ink-ink
 ong-ong-ong / onk-onk-onk
 ung-ung-ung / unk-unk-unk

Teach these letter-sound (syllable/phoneme) combinations with the green Letter-Sound Cards and keywords. Explain that the three letters on each individual sound, but that the phonemes are very closely related together and are therefore difficult to separate.

To say these sounds, the student uses three fingers tapping together at the same time. Tap on a table rather than to thudly if easier for the student. Explain that the three fingers represent to three individual sounds. There are used almost at the same time as it is easier to read them together. For example, **ank** would be tapped:

Student-Teacher Duty
 On the Student-Teacher Duty, the student and the teacher work together to read the words. The student reads the words and the teacher provides feedback. The student reads the words and the teacher provides feedback.

Substep 2.1 Word Study

2 - TEACH & REVIEW CONCEPTS FOR READING

Build three to four previous substep words. Have the student read (sounding out) if needed and study discussion concepts.

Introductory and Ongoing Lessons: Teaching Reading of Blended Sounds

Display Letter-Sound Cards as pictured on the right and point to each card while saying the sound: ang/ang/ang/ink/ink/ink/ong/ong/ong/unk/unk/unk. Then, read them across ang/ank/ong/unk. Have the student repeat after you, then do independently.

Next, the student and the teacher work together to read the words. The student reads the words and the teacher provides feedback.

Note
 The student should be able to read the words. The student should be able to read the words. The student should be able to read the words.

Substep 2.1 Word Study

3 - WORD CARDS

Phonetically Regular Words Have the student read a "fat stack" of previous substep words. Recount on automaticity and meaning discussion of selected concepts and previously introduced vocabulary words. Then, use current substep Word Cards to focus on new concepts, decoding accuracy, and, as needed, fluency. Also target new vocabulary words, having the student enter these into the Student-Teacher Duty Word Card activities as appropriate.

High Frequency Words Have the student read the high-frequency word packet separately from the phonetically regular words. Include previously introduced words and introduce new high-frequency words as a time.

Substep 2.1 Word Study

4 - WORLDEST READING

Practice From the current substep wordlist, select 5-6 words from a single wordlist that reflect your instruction for that day and have the student read them for practice. Discuss current concept, targeting trouble spots.

Charging Using another wordlist that also reflects your instruction from the current substep, have the student read 15 words about. Then, record all errors on the Wordlist Chart. Discuss and correct all errors with the student.

The following types of wordlists are provided:

- ng / - nk / - ink / - onk / - unk
- nk / - nk / - nk
- nk / - nk / - nk

Substep 2.1 Word Study

5 - SENTENCE READING

Review high-frequency words and untaught words at the top of the page as needed. Select ten sentences from the current substep and have the student read them. Identify them about one sentence at a time. Focus on accurate word reading, expression (prosody and intonation), and meaning of text. To develop fluency, model and practice proper phrasing of text using the phrasing techniques as needed. Where questions about concepts taught in current or previous substeps and discuss vocabulary and meaning.

Write with Questions
 Ask them any words with a simple sound. Ask them any closed syllable words in that sentence?

Block 2 Spelling (Lesson Plan Parts 6-8)

Substep 2.1 Spelling

6 - QUICK DRILL IN REVERSE

Dictate a selection of previously taught vowel, consonant, and blended phonemes. Prompt the student to repeat the sound and then write the letter(s) while pointing to the appropriate Letter Tile(s).

Add the new welded Letter Tile:

Dictate the following new sounds, one at a time in random order:
 ang / ang / ang / ink / ink / ink / onk / onk / onk / unk / unk / unk

Remember to have the student repeat the sound, then say "Write what you hear." The student should answer, naming letter(s) while pointing to the appropriate tile.

Dictate word elements (syllables) only as needed. Prompt the student to repeat, select the appropriate appropriate blank syllable and then write the letter(s) while building the word. If needed, the student should spell the word only after it is built with the Letter Tiles.

Substep 2.1 Spelling

7 - TEACH & REVIEW CONCEPTS FOR SPELLING

Dictate three to four previous substep words. Prompt the student to repeat the word (sounding out if needed) and then spell the word with the Letter Tiles and Suffix Tile Card (as needed). The student may subvocally say the sounds while building the word. If needed, the student should spell the word only after it is built with the Letter Tiles.

Introductory and Ongoing Lessons: Spelling of Blended Sounds

Dictate a Substep 2.1 word (such as **ank**) and ask the student to repeat and tap out the word. Then select the tiles needed to form the word. Discuss the student to use the green Letter Tiles for spelling ang and ink and vowel sounds rather than three individual tiles. Be sure the student only spells the word after building the letters.

Substep 2.1 Spelling

8 - WRITES WORDS IN SENTENCES

Dictate sounds, word elements, words, and phrases from previous and current substeps. Ask the student to write the words in sentences. Be sure the student repeats all dictation prior to spelling. Have the student circle high-frequency words, then guide the proofreading process to correct any errors. Discuss the student to mark some concepts in words and sentences, and scope the sentences into phrases.

Note
 Be sure to practice writing closed syllables often.

Block 3 Fluency & Comprehension (Lesson Plan Parts 9-10)

Comprehension & Fluency Block 3 | Instruction

Parts 9 & 10 Overview

This section will address:

- Instructional Tasks
- Instructional Frameworks for Parts 9 & 10

The previous Orientation section provided you with background for your instruction. This section now presents more details for your Block 3 instruction. In Block 3, you will provide students with opportunities to practice their emerging skills and engage with connected text. This reading practice is always done with sufficient support to address their challenges and to succeed with various texts of graduated levels of difficulty.

The WFS Lesson Plan shown here includes all 3 Blocks Word Study (Parts 1-5), Spelling (Parts 6-8), and Comprehension/Fluency (Parts 9-10). Our new new text to the "Three I's" of Block 3: how to prepare, how to plan, and how to teach. We have also been level 10 functions of the Lesson Plan shown and in other Lesson Plan options, especially for Part 10.

Parts 9 & 10 Overview

Just as Block 1 and 2 provide a step-by-step approach to mastery, Block 3 does the same, utilizing different instructional tasks and word lists, and expanding different levels of support.

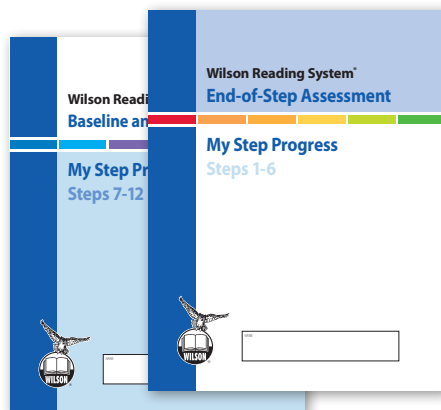
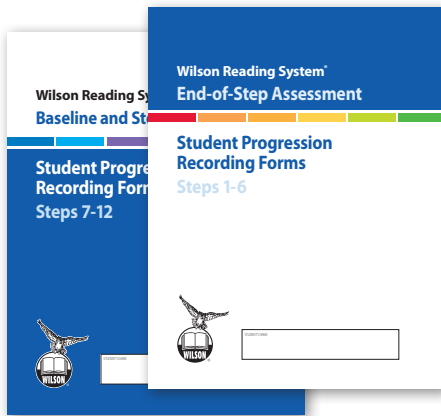
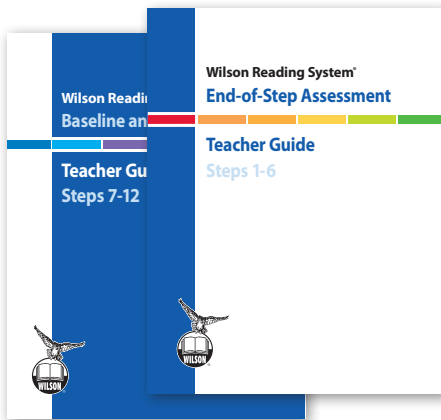
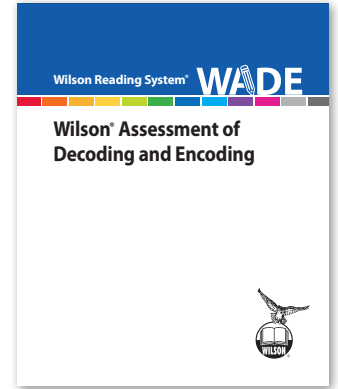
In Parts 9 and 10, you will use the basic instructional tasks to work with your students:

- Listening Comprehension
- Interactive Oral Reading
- Skilled Silent Reading
- Oral Fluency - Repeated Reading

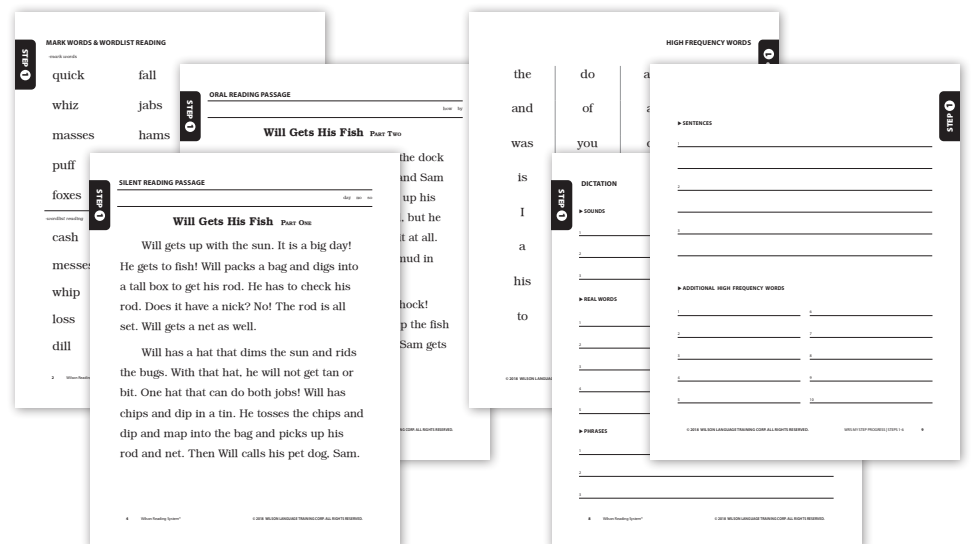
Task	Description	Type of Text & Lesson Part
Listening Comprehension	This task is used to assess and facilitate collaborative discussion, comprehension, and "and" using context work.	Read/Text
Interactive Oral Reading	This task involves students reading portions of text as students read all of the text with you. You assist them when they have difficulty incorporating a word to give appropriate support to the structure. If a word has been taught to them, by "teaching" them in previous days they are able to read to word (fluently). Students have an actively engaged with the text by providing 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, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.	

Wilson Reading System® Assessment and Progress Monitoring Materials

The purpose of the **Wilson Assessment of Decoding and Encoding (WADE) 4th Edition** is to determine entry into the WRS program and to set reading goals and pacing targets. Alternative forms are provided to use for reporting on student learning outcomes in relation to progress through the WRS curriculum. The materials are revised to reflect the 4th edition changes.

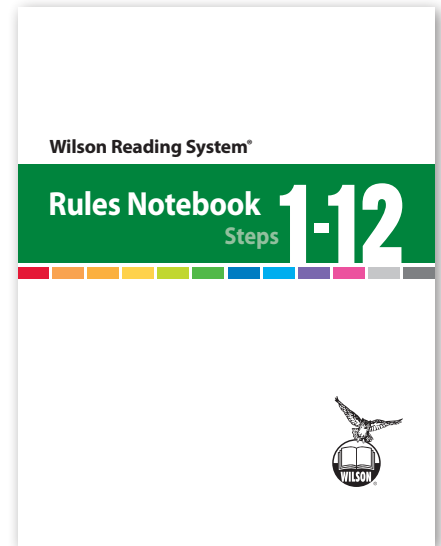


The **End-of-Step Assessment Set (Steps 1-6)** and **Baseline and Step Assessment Set (Steps 7-12)** provide materials to conduct the end-of-step assessments. The purpose of the assessments is to determine a student's mastery and understanding of the concepts taught in the specific Step and identify any specific areas that need further instruction. Students are assessed in phonetic word reading accuracy and automaticity, marking current concepts, high frequency word reading, independent silent reading, passage oral reading fluency and comprehension, and dictation. Students must reach a specific mastery level. If they do not, additional instruction in areas of difficulty is necessary before going on to the next Step. The teacher records each student's errors on the **Student Progression Recording Forms (consumable)**. Students will each have a **My Step Progress Booklet (consumable)** to use for the assessments as well as to chart their progress. The **Teacher Guide** provides general administration directions, instructions for scoring, and specific guidelines for progression to the next Step.



Wilson Reading System® Rules Notebook

The **Rules Notebook** contains the basic rules that govern the structure of words in English. For each rule, a reference is provided noting the WRS substep where it is introduced. The 4th edition includes a new section on word elements.



Vowels

VOWEL-CONSONANT-E SYLLABLES		
a-e	- safe - /ā/	(4.1)
e-e	- Pete - /ē/	(4.1)
i-e	- pine - /ī/	(4.1)
o-e	- cone - /ō/	(4.1)
u-e	- mule - /ū/	(4.1)
	- rule - /i/	(4.1)
y-e	- type - /ī/	(11.1)

OPEN SYLLABLES		
a	- acorn - /ā/	(5.1)
	- Alaska - /ɑ/	(5.5)
	often in unstressed open syllables	
e	- me - /ē/	(5.1)
i	- hi - /ī/	(5.1)
	- animal - /ī/ or /ɑ/	(5.5)
	often in unstressed open syllables	
	- champion - /ē/	(11.5)
o	- no - /ō/	(5.1)
u	- pupil - /ū/	(5.1)
	- flu - /i/	(5.1)
y	- cry - /ī/	(5.1)
	- baby - /ē/	(5.3)
	- reply - /ī/	(11.1)

NOTE: Vowels in unstressed open syllables are often a s

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JOBS OF SILENT E:

Vowel-consonant-e words (4.1)

End a word, following the letter **v** (4.4)

To distinguish from a plural (e.g., **dense**) (4.4)

The vowel in a consonant-le syllable (6.4)

Change letters **g** and **c** to soft sound (7.1)

SOUNDS

Common Bases

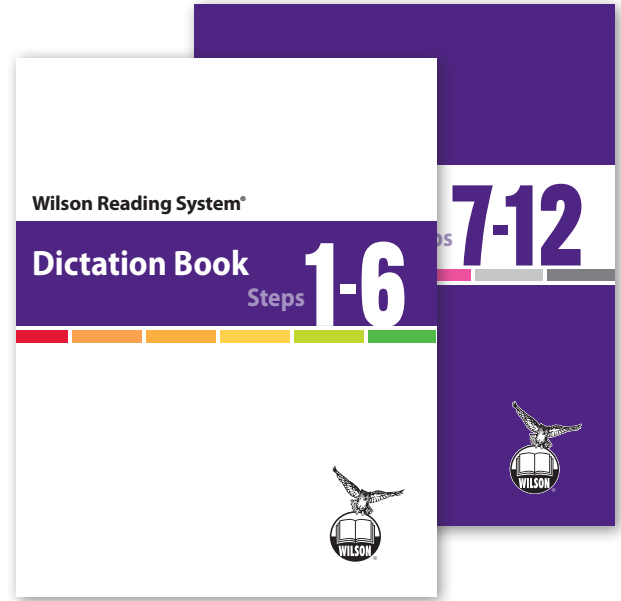
LATINATE BASES WHICH CAN OCCUR IN CLOSED SYLLABLES				STEPS 2-12
BASE	RELATED	MEANING	EXAMPLE WORD	
-cept-	cap, capt, ceive	take, seize, hold	<u>except</u>	(7.1)
-cess-	cede, ced, ceed	go, yield	recess	(7.1)
-fess-		acknowledge	confess	(2.4)
-gress-	grad(e), gred	step, degree	congress	(2.4)
-mand-		order	command	(2.4)
-mit-	miss, mitt	send	submit	(2.4)
-pel-	puls(e)	drive, push	expel	(2.4)
-pend-	pens(e)	hang, weigh	suspend	(2.4)
-press-		press, push against	compress	(2.4)
-rupt-		break	disrupt	(2.4)
-scend-		climb	ascend	(7.1)
-sent-	sens(e)	feel, perceive	absent	(2.4)
-sess-	side, sed(e)	to sit	obsess	(7.1)
-sist-	sta, stat(e), stit	place, stand	insist	(2.4)
-stant-		standing	constant	(2.4)
-sult-	salt	leap, assault	insult	(2.4)
-sign-		sign, to mark	design	(12.2)
-tend-			extend	
-tent-	tens(e)	stretch, reach	extent	(2.4)
-vent-	ven(e), veni	come	invent	(2.4)

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WORD ELEMENTS

Wilson Reading System® Dictation Books

The **Dictation Books** provide content for lesson planning to reflect 4th edition updates. For each Step in the program, all content is arranged by “type” (sounds, word elements, high frequency words, phonetic words, phrases, and sentences) instead of by substep, making for easier lesson planning. The Dictation Books now include word elements and high frequency word phrases for Part 8 of the lesson. **Dictation Book Steps 1-6** and **Dictation Book Steps 7-12** contain Level AB, Level A, and Level B vocabulary. The AB words represent the words found most frequently in written text. In fact, these words account for 90% of all English words appearing in written text. In addition, words that appear on the Academic Word Lists (AWL) are bolded in the wordlists and sentences.



STEP 3

WORD ELEMENTS

Prefixes	Substep 3.1	mid-	mis-
	un-		
Bases	Substep 3.2	ab-	abs-
	dis-	em-	
	in-	ob-	
Suffixes	Previously taught		
	Substep 3.5		

3.1 WORDS

compound words

sunset(s)	sunlit
<i>cactus and relish - syllable division</i>	
axis	cabin(s)
finish(es)	habit(s)
metric(s)	metric
polish(es)	public
rapid	robin(s)
until	victim(s)
<i>schwa: ə and e = /i/</i>	
atom(s)	basket(s)
canyon(s)	chicken(s)
level(s)	magnet(s)
method(s)	mode(s)
pocket(s)	rocket(s)
signal(s)	ticket(s)
<i>prefix + base word</i>	
midship	misfed
transfix(es)	unbox(es)
undid	unfit
unlock(s)	unpack(s)

STEP 3

STEP 3

3.1 PHRASES

full:	full of shells	a f
pull:	did pull back	pu
pulled:	pulled it off	pu
push:	a big push	pu
pushed:	pushed my luck	pu
month:	for one month	in
first:	should call first	his
number:	a big number	is

STEP 3

STEP 3

3.2 PHRASES

new:	a new dish	my
other:	in other words	the
another:	another word	an
after:	after the first	af
over:	over the top	pa
under:	under the rug	un
down:	down the path	dic

STEP 3

STEP 3

3.1 SENTENCES

no current high frequency words

Can you find shellfish in the **index**?

My old backpack is on the top shelf.

Bud was the last kid to get a laptop.

Mom had to lock the cabin.

Call Liz when Trish finishes the **job**.

Helen got a hat and a jacket.

Jill has fun with the magnets.

Edwin did drink the nonfat milk.

Fred undid the string on the packet.

Dad was upset when Alex misled him.

full, pull, pulled, push, pushed, month, first, number

If we **push**, Mom will be upset.

Bob **pulled** a sunfish from the pond.

A number of kids went to the **kickoff**.

AB Will Justin **publish** a full text?

The robins **pull** bugs from the grass.

He **pushed** the tidbits into the napkin.

Check the **index** to find the **first topic**.

Sheldon had a number of hot dogs and got sick.

Ron is **first** to hand in his tablet.

Did Benson drop Beth's full salad?

Next **month** the old helmets must go.

We should rest in tent **number** seven.

Clint will be on the **panel** next month.

Hudson will **pull** the wagon to the shop.

First Ted must unlock his truck.

Ross will unzip the **full** lunch bag.

We must unpack all the boxes **first**.

Beth did miscall the **number** on the test.

Nick **pulled** the nonfat milk off the shelf.

Beth will be upset unless she can go **first**.

STEP 3

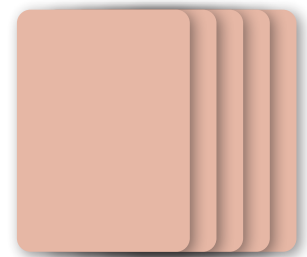
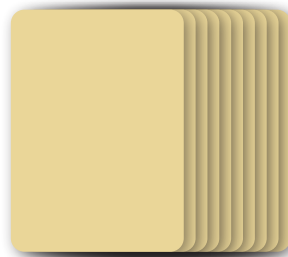
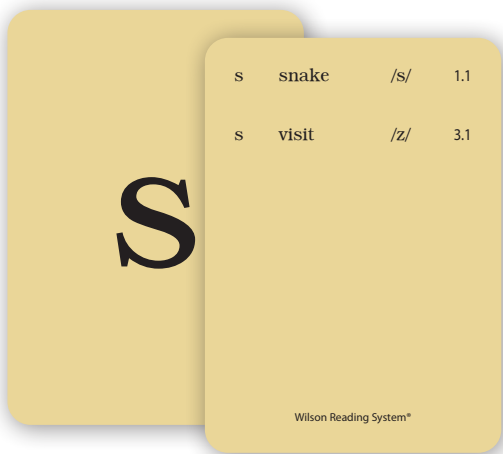
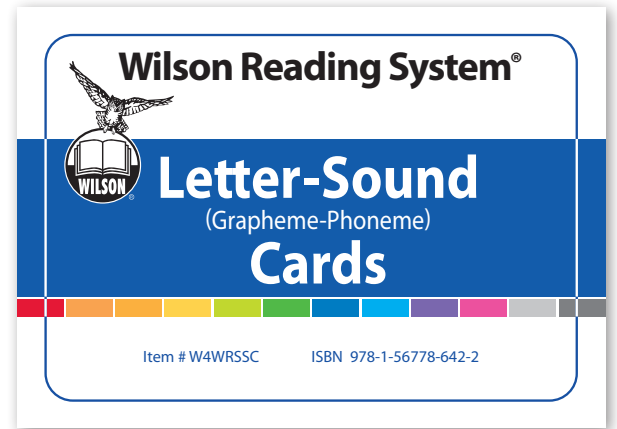
Sample pages from Dictation Book Steps 1-6

8 Wilson Reading System® 4th Edition

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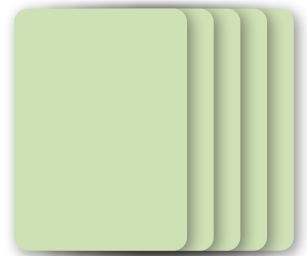
Wilson Reading System® Letter-Sound Cards

The **Letter-Sound Cards** are used to develop quick and automatic letter naming and production of sounds for decoding, as well as to directly teach word structure by manipulating word parts. The 4th edition includes new cards: additional welded sounds, silent letters, and blank dry-erasable cards (ivory, salmon, and green). The name has been changed to Letter-Sound (Grapheme-Phoneme) Cards to more accurately reflect the use of the cards in a WRS lesson.



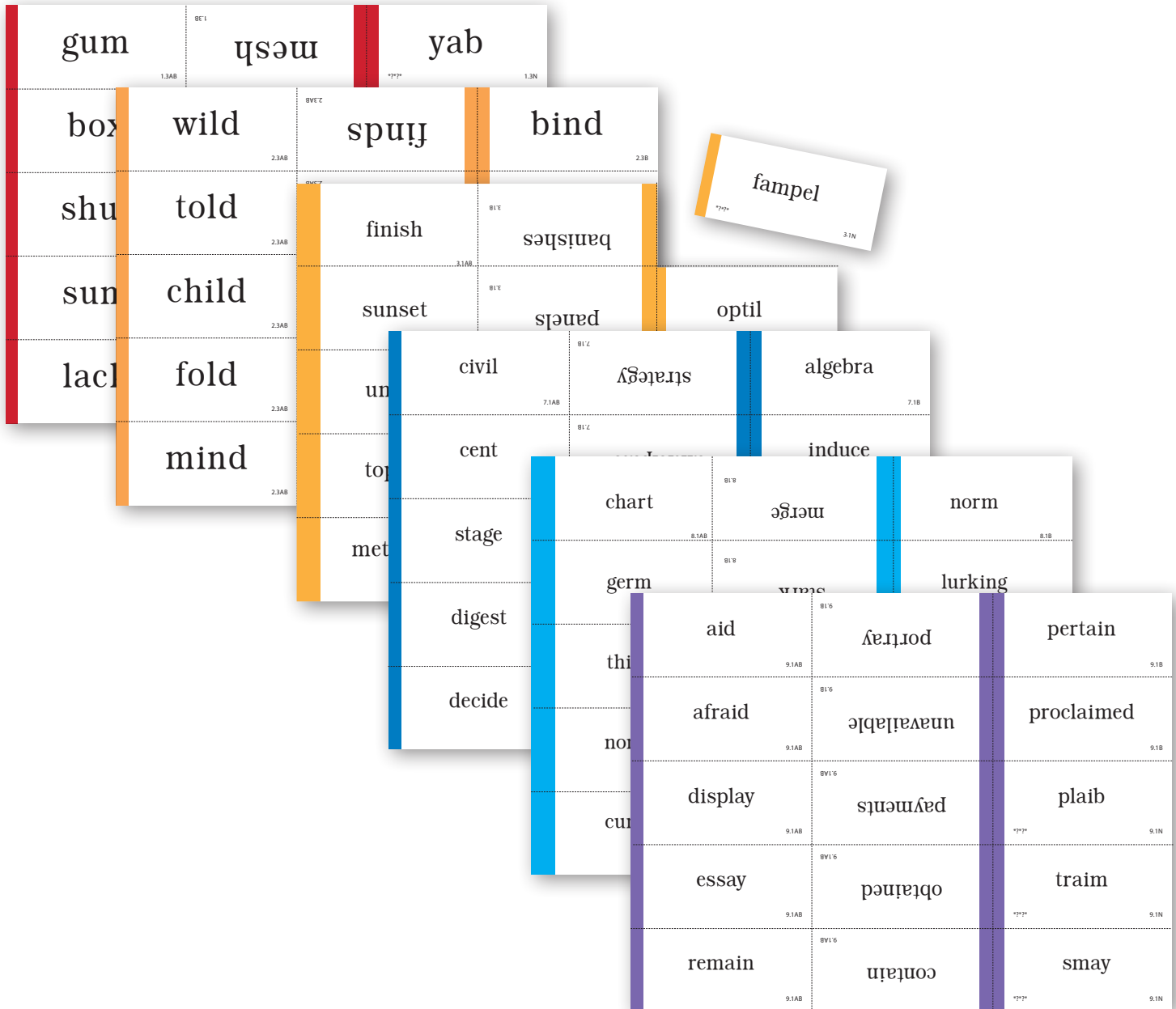
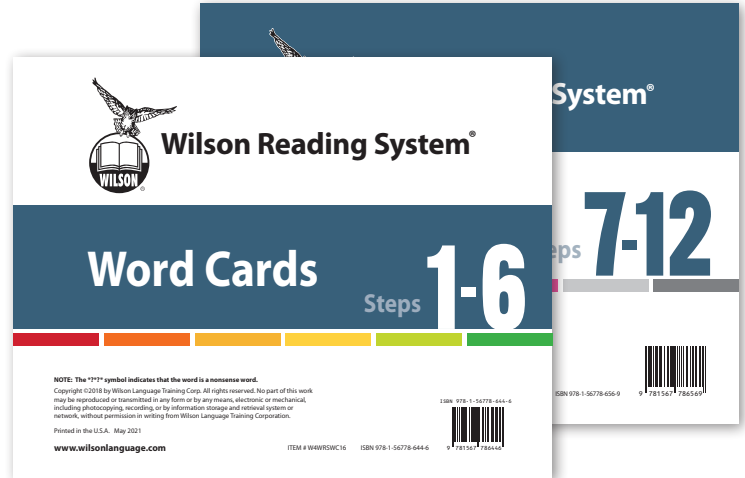
Laminated Blank Cards

- 10 - Ivory
- 5 - Salmon
- 5 - Green



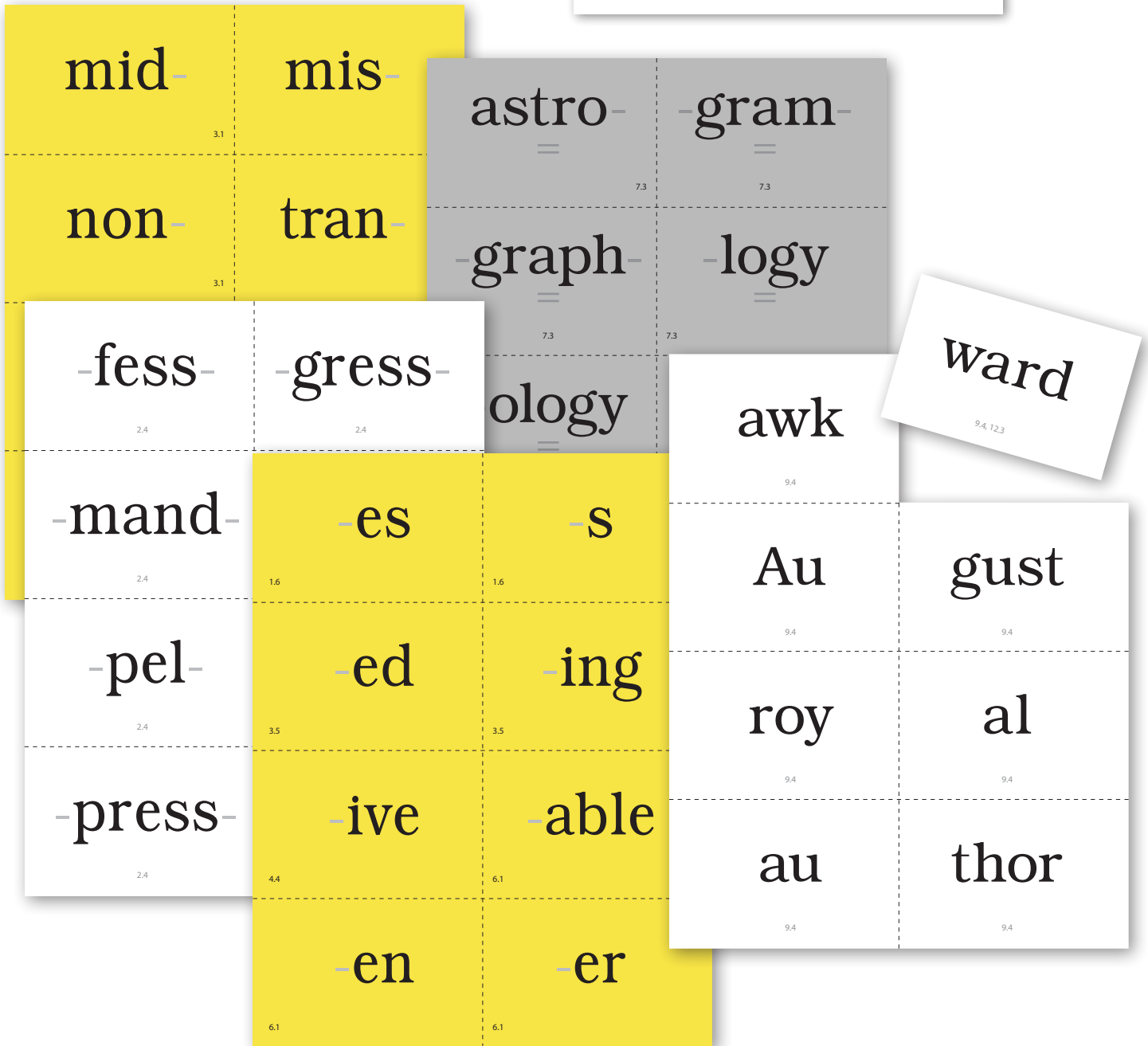
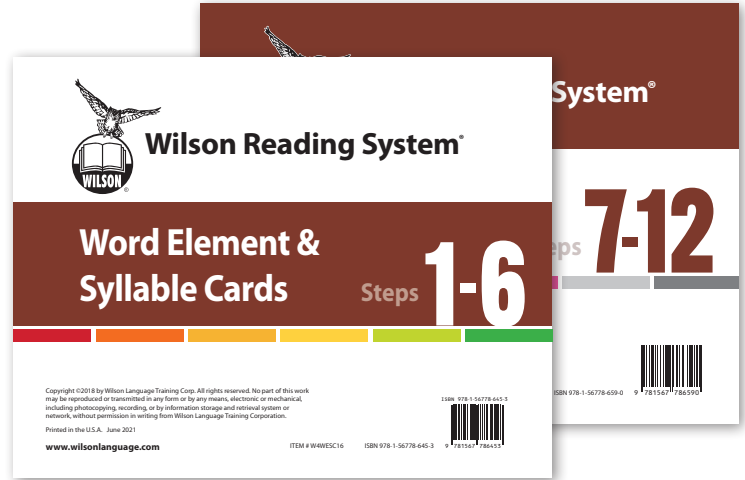
Wilson Reading System® Word Cards

The **Word Cards** are laminated and are provided as perforated sheets for easy lesson preparation. These cards include Level AB (core vocabulary) & Level B words provided at each substep for targeted practice of high-utility words with taught word patterns, as well as extended vocabulary practice. Nonsense words are included when appropriate.



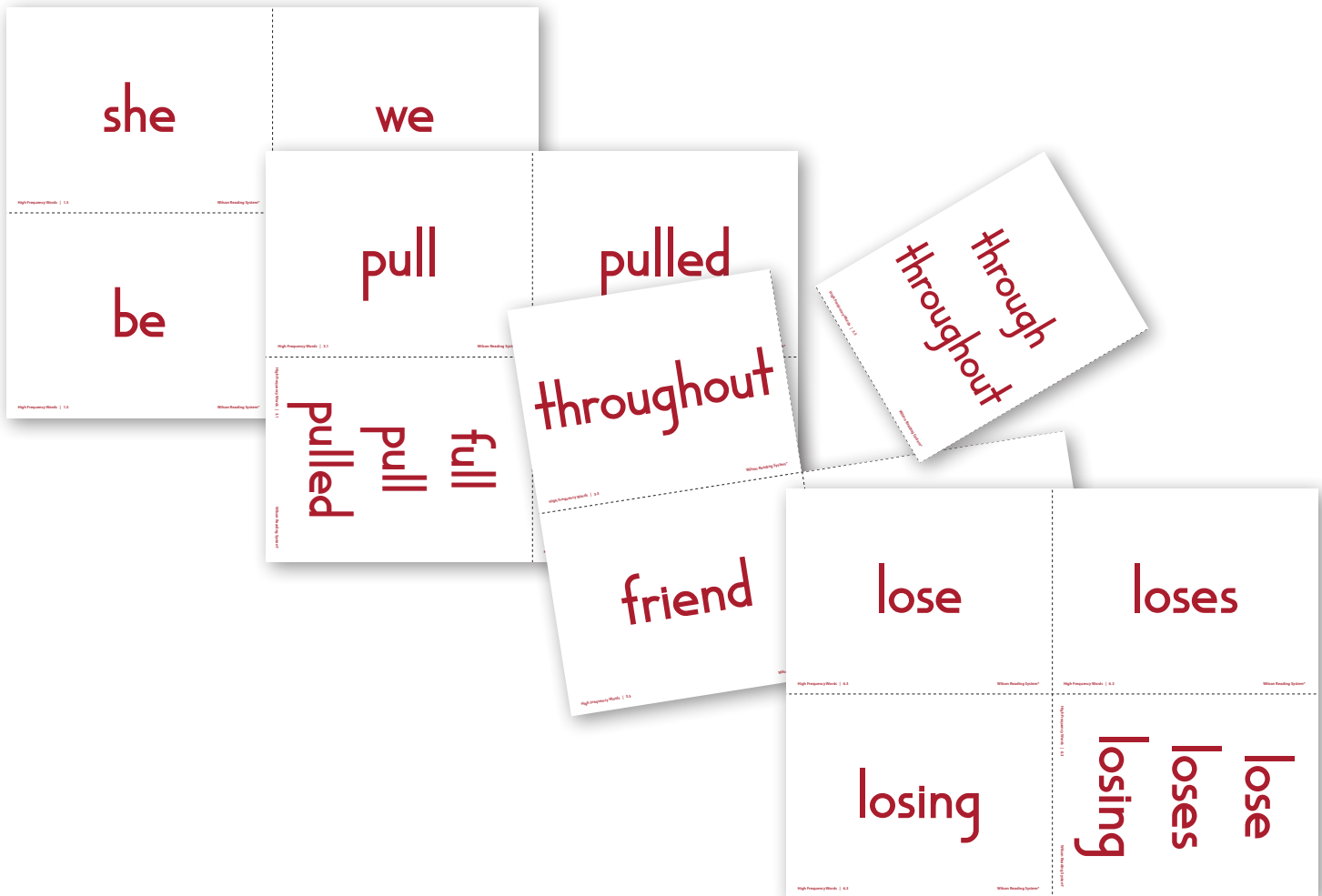
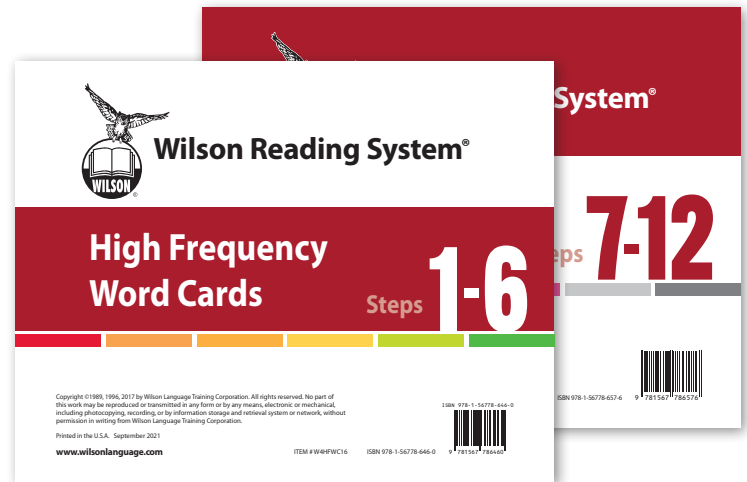
Wilson Reading System® Word Element & Syllable Cards

The **Word Element and Syllable Cards** are provided as perforated sheets for easy lesson preparation. These cards include prefix cards, suffix cards (including the suffix -s), Latin base cards, and Greek element cards. In addition, a selection of words are segmented into syllables, with one syllable per card.

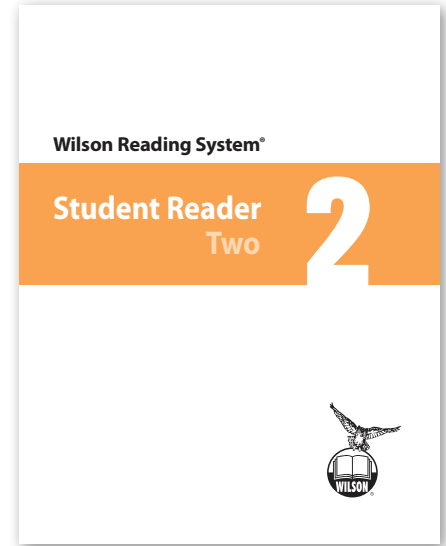


Wilson Reading System® High Frequency Word Cards

High frequency words, whether phonetic or irregular, are used so commonly in English that they need to be recognized quickly and easily. One of the more significant and important updates in the 4th edition is the direct teaching of high frequency words in a predetermined sequence. In addition to the direct teaching of these sight words to mastery for both reading and spelling, high frequency words are included in sentences, phrases, and stories for practice. The 4th edition provides: 242 high frequency words in Steps 1-6 and 272 in Steps 7-12. These include phonetically irregular words and words with regular phonemic patterns that have not yet been taught. The **High Frequency Word Cards** are used during Part 3 of the lesson for reading practice.



The **Student Readers** provide extensive practice opportunities with highly controlled text. The 4th edition Student Readers have been extensively revised. Wordlists, sentences, and passages address the core and academic vocabulary. Wordlists include Level AB, Level A, and Level B vocabulary. Sentences and passages include Level AB and Level B vocabulary. Both the sentences and passages contain current and previously taught high frequency words. The passages are longer in general, averaging 100-200 words in Steps 1-6 and 200-250 in Steps 7-12.



► Sequence of Word Study Skills

- 2.1 welded sounds for the graphemes **ang, ing, ong, ung, ank, ink, onk, unk** (**bang, pink**), adding suffix **-s** (**kings**)
- 2.2 four sounds in a closed syllable, adding suffix **-s** or **-es** (**flag, steps, brushes**)
- 2.3 closed syllable exceptions **ild, ind, old, ost, oit** (**mold, host**)
- 2.4 five sounds in a closed syllable, plus suffix **-s** or **-es** (**spend, crafts, branches**); 15 common closed-syllable Latin-base elements (**-rupt-, -sist-, etc.**)
- 2.5 three-letter blends and up to six sounds in a closed syllable (**sprint, scrap**), adding suffixes **-s** or **-es** (**sprint, scraps, stresses**); 15 common closed-syllable Latin-base elements with a et blend (**-duct-, -spect, etc.**)

► High Frequency Words

2.1	her	were	how now	could would should	asked
2.2	who	what	where here there	when which	why by my try
2.3	some	come comes coming become becomes becoming	any anywhere anyone anything many	been	put putting
2.4	out about	their	front	said	only
2.5	too two	no go so also	very every everywhere everyone everything	each	work word world

WRS STUDENT READER | TWO 1

benches	drums	hands
traps	bands	sleds
pants	ranches	staffs
grins	brushes	widths

WRS STUDENT READER | TWO 29 SUBSTEP 2.2 AB

which where when what there
try what who why by here

+ suffix

- 1 Which dish o
for a snack?
- 2 Where were y
- 3 What glasses

when what which there my why try shoe see gone saw

- 4 Th
- 5 Try
- 6 Wh
- 7 Wh
- 8 Wh
- 9 Wh
- 10 Th

Beth's Trip in the Grass

Mom asked Beth to sit on the top step. Beth was in her best red dress and Mom did not want Beth to get up. When Mom left to get her bag, Beth got up fast. She slid off the steps. What did Beth do next? She ran in the grass, but her shoe hit a twig, which led to a big slip. Beth fell and got a cut on one of her legs.

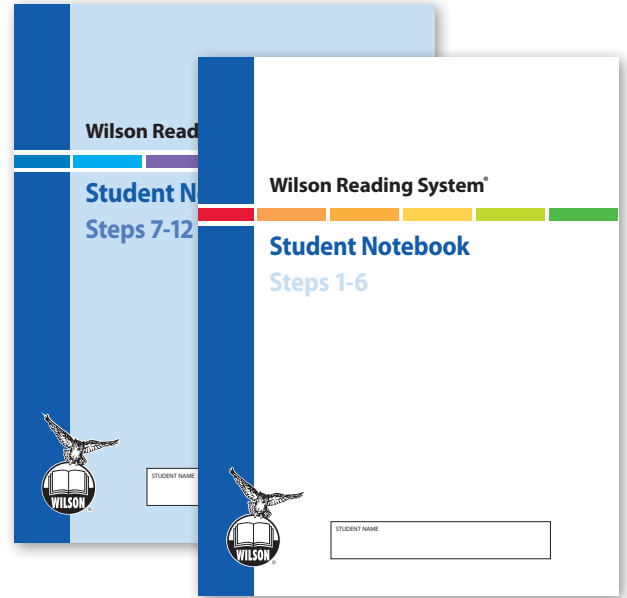
Beth went back to the top step, stuck her chin in her hands, and wept. She could see that there was a big rip in her dress. She should not have gone for a run in the grass.

SUBSTEP 2.2 AB 48 WRS STUDENT READER | TWO

* High frequency words in current substep.
 ** Not yet taught high frequency words (including phonetically irregular words and words with regular phonetic patterns that have not yet been taught).

Wilson Reading System® Student Notebooks (consumable)

The **Student Notebooks** are used by students as a reference for sounds, syllables, spelling rules, word elements, vocabulary, and high frequency words. The 4th edition Student Notebooks reflect sequence updates (i.e., suffix -es taught at Substep 1.6), a word element section, as well as enough space to add all high frequency words taught in the program.



Consonants

b	c	d	f
bat /b/ (1.2)	cat /k/ (1.2) see /k/ /k/ (2.1)	dog /d/ (1.1)	fun /f/ (1.1)
g	h	j	k
game /g/ (1.1) see /g/ /g/ (2.1)	hat		
m	n		
man /m/ (1.1)	nut		
t			
top /t/ (1.1)	van		

Syllable Types

What is a Syllable?
A syllable is a word or part of a word made by **one push of breath**.
A syllable must have at least **one vowel**.

closed syllable	cat c	Exception wild i
vowel-consonant-e syllable	cake v-e	Exception give v-e
open syllable	me o	Exception amaze V-e
final stable syllable	puzzle fs	Exception whistle c
r-controlled syllable	burn r	Exception cherry o
double vowel "d" syllable	boat d	Exception create o, v-e

Syllable Division

The Rules of Syllable Division (S.1.4-6)

One Consonant (vcv)
Use one consonant to "close in" the first syllable: _____ (S.1)

If a word is a compound word, split between the two words: _____ (S.1)

One consonant usually goes with the second syllable: _____ (S.2)

Two Consonants (vccv)
Divide between two consonants: _____ (S.1)

Keep digraphs together: _____ (S.1)

If a word is a compound word, split between the two words: _____

A blend may stay together especially if there is a pre-
Divide just before the consonant in a final stable syllable: _____

Three Consonants
Keep digraphs together: _____

If a word is a compound word, split between the two words; the digraph stays together in each word: _____

Blend stays together in second syllable: _____

Divide after the first consonant in a final stable syllable: _____

Four Consonants (vcccv)
Watch for compound words, blends, and welded sounds: _____

Watch for three-letter blends: _____

Word Elements

Prefixes with Open Syllables (often a schwa) (S.1.5-9)

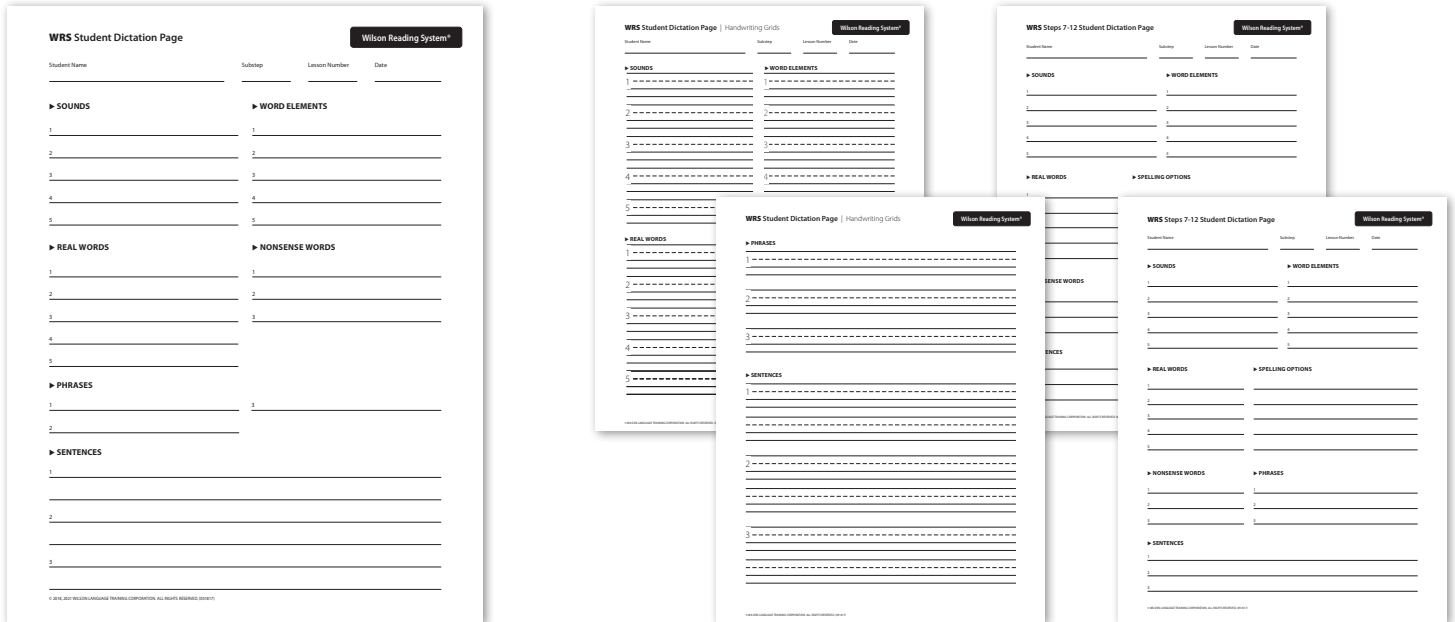
Open-Syllable Prefix	Meaning	Example Word
_____	on, in, to	awake (S.9)
_____	with, together	cohost (S.1)
_____	down, away from	defrost (S.1)
_____	out of	eject (S.1)
_____	before	pretest (S.1)
_____	for, forth	progress (S.1)
_____	back, again	remake (S.1)

Mark Words

remake (S.2) result (S.2)

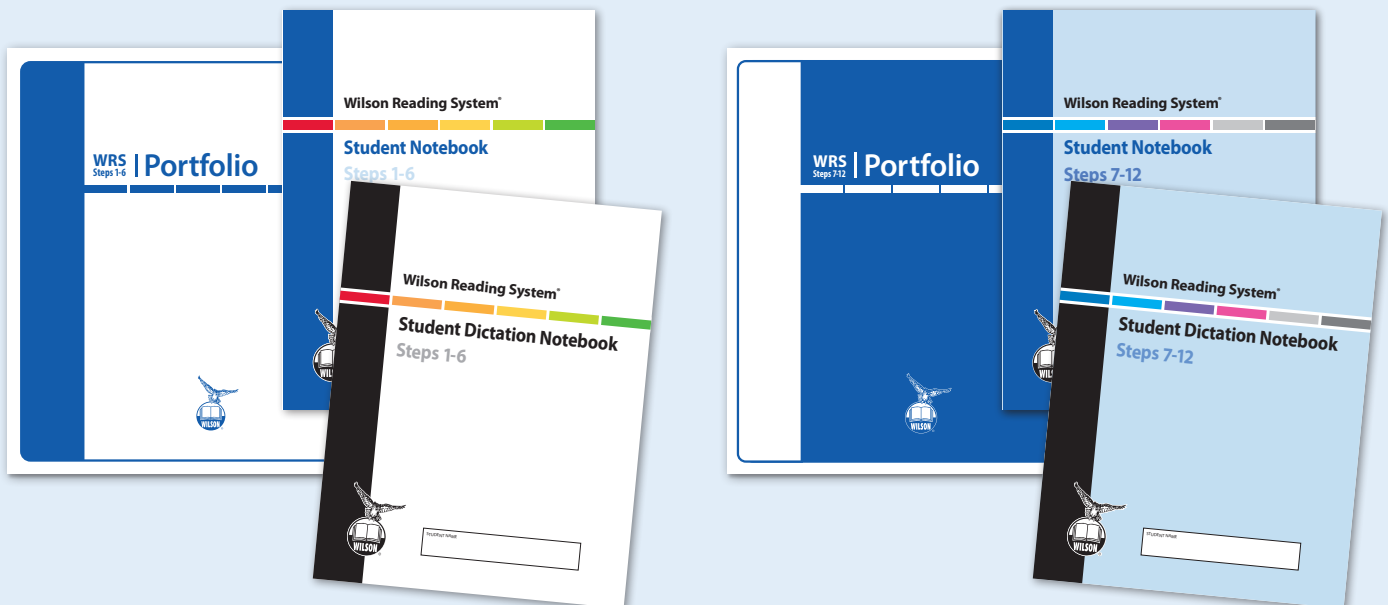
Wilson Reading System® Student Dictation Notebook (consumable)

The **Student Dictation Notebook** provides students with a notebook for dictation. The dictation pages now include word elements and phrases. At the end of the Dictation Notebook, alternative forms for the dictation page are provided. This includes a page for students who need handwriting support and a page with spelling options.

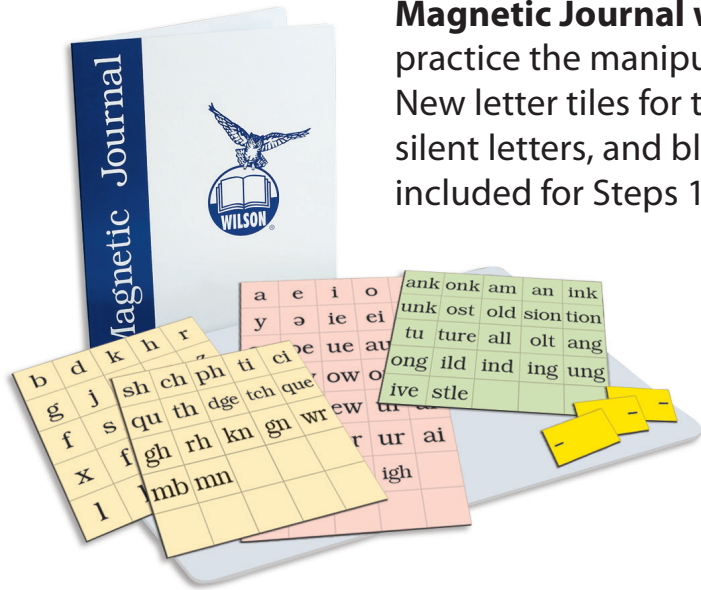


Wilson Reading System® Student Portfolio (consumable)

The WRS Introductory Set and the WRS Advanced Set each include a **Student Portfolio (Steps 1-6 or 7-12)** binder, which contains a Student Notebook, A-Z tabs for vocabulary, and a Student Dictation Notebook.



Wilson Reading System® Magnetic Journal with Letter Tiles



Magnetic Journal with Letter Tiles are used by students to practice the manipulation of word parts for spelling activities. New letter tiles for the 4th edition include v-e exceptions, silent letters, and blank suffix and prefix tiles. Letter tiles are included for Steps 1-12 of the program.



WILSON Reading System®

Fourth Edition is available in Sets for both Steps 1-6 and 7-12

WRS Introductory Set (Steps 1-6)*

WRS Advanced Set (Steps 7-12)*



WRS Advanced Set Plus (Steps 7-12)

includes all items in the WRS Advanced Set (Steps 7-12) plus the 4th Edition Magnetic Journal with Phoneme Tiles, WADE, Rules Notebook, and WRS Letter-Sound Cards.

*Items are also sold separately.

To learn more about WRS 4th Edition, please visit our website: wilsonlanguage.com or contact our Customer Support Center at 800.899.8454, available Monday – Friday, 8 a.m. – 5 p.m. ET.