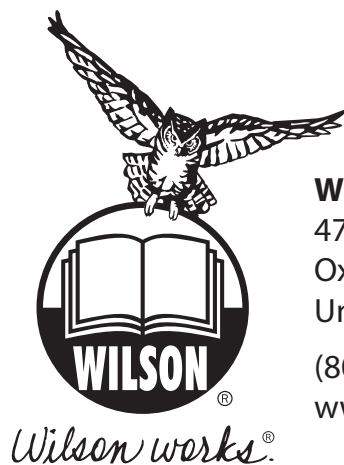


WILSON Reading System®

4th Edition

Materials Information



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Fourth Edition **WILSON** Reading System®

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

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

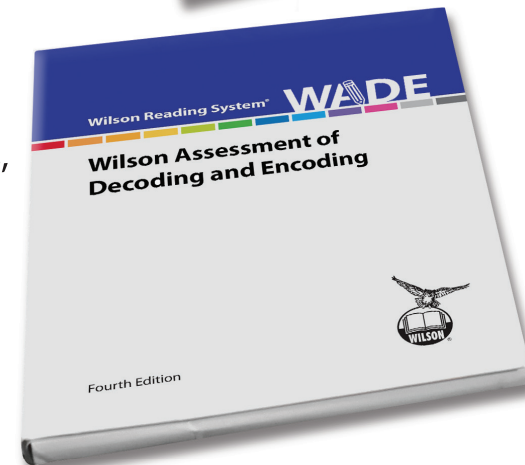
The WRS 4th Edition has been updated extensively. With this new edition, we have ensured that the teacher and student resources now incorporate all the research-based best practices that have been a part of our teacher professional learning courses for many years.

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).



Steps 1-6
Now Available!
(Steps 7-12 will be available in 2020)



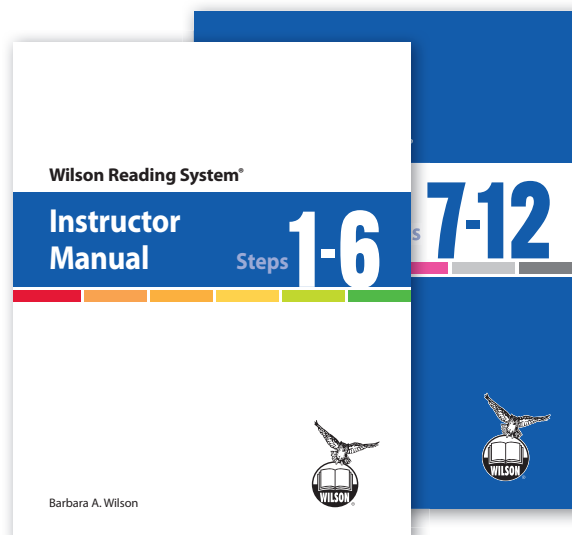
Wilson Reading System® Instructor Manuals

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, hard-covered 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 with Block 3 Guide*
- *Instructor Manual Steps 7-12 with Block 3 Guide**

The Instructor Manual (Steps 1-6) 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 and background information on how to help students apply emerging word-level proficiency to fluently read and comprehend text
- 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, ild, 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 -a (kings)
- Four sounds in a closed syllable; + suffixes -a or -es (flag, steps, brushes)
- Closed-syllable exceptions: **ild, ind, old, olt, ost** (mold, host)
- Five sounds in a closed syllable; + suffixes -a 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 -a or -es (sprint, scraps, stresses); 15 closed-syllable Latin base elements with a **et** 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 | ink | |
| 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 | | | -es | -s |
| f | l | s | all | am | an | | -rupt- | -struct- |
| ild | ind | old | olt | ost | | | | |
| | | | | | | | | |

Substep Cards/Tiles to be added

| | | | | | | |
|-----|-----|-----|-----|-----|-----|----------|
| 2.1 | ang | ing | ong | ung | | |
| | ank | ink | onk | unk | | |
| 2.2 | | | | | | |
| 2.3 | ild | ind | old | olt | ost | |
| 2.4 | | | | | | -rupt- |
| 2.5 | | | | | | -struct- |

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 Fluency®

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**.

WRS INSTRUCTOR MANUAL 155

*Steps 7-12 materials will be available in 2020.

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

Substep 2.1

Word Study

What to Teach

- How to build words
- How to use the word
- How to use the word
- How to use the word
- How to use the word

1 - SOUNDS QUICK DRILL

Drill all previously taught Letter Sound Cards. Have the student say letter sounds and blend them into words. Have the student say letter sounds and blend them into words. Have the student say letter sounds and blend them into words.

2 - TEACH & REVIEW CONCEPTS FOR READING

Build three to four previous substeps. Have the student read (copying only if needed) and orally discuss concepts.

Substep 2.1

Word Study

What to Teach

- How to build words
- How to use the word
- How to use the word
- How to use the word
- How to use the word

3 - WORD CARDS

Phonetically Regular Words Have the student read a "fat stack" of previous substeps words, focusing 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, automaticity. Also target new vocabulary words, having the student enter these into the Student Portfolio. Copy Word Cards as needed.

4 - WORKSHEET READING

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

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

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 silently, then aloud (one sentence at a time). Focus on accurate word reading, expression (intensity and intonation), and meaning of text. To develop fluency, read and practice proper phrasing of text using the phrasing techniques, as needed. Weave questions about concepts taught in current and previous substeps and discuss vocabulary and meaning.

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 vowel-blend phonemes. Prompt the student to repeat the sound and then have the student write the letter(s) while pointing to the appropriate Letter Tiles.

7 - TEACH & REVIEW CONCEPTS FOR SPELLING

Dictate three to four previous substeps. Prompt the student to repeat the word (segmenting as needed) and then spell the word with the Letter Tiles and Suffix Tiles (as needed). The student may voluntarily say the sounds 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

8 - WRITING WORKSHEETS

Dictate words, word elements, words, and phrases from previous and current substeps. Also, dictate sentences from the current substep. Be sure the student repeats all dictation prior to spelling. Have the student circle high frequency words, then guide the proofreading process for errors and corrections. Once the student is mark some concepts in words and sentences, and scope the sentences into phrases.

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

Comprehension & Fluency Block 3 | Instruction

Parts 9 & 10 Overview

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 allow students to be challenged yet to succeed with various texts of graduated levels of difficulty.

The WLS Lesson Plan shown here includes all 3 Block 3 Word Study (Parts 1-5), Spelling (Parts 6-8), and Comprehension/Fluency (Parts 9-10). Our focus now turns to the "How" of Block 3, how to prepare, how to plan, and how to teach. We include in this Plan 10 Instructional Tasks for Block 3 shown and in other Lesson Plan options, especially for Part 10.

Parts 9 & 10 Overview

INSTRUCTIONAL TASKS

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

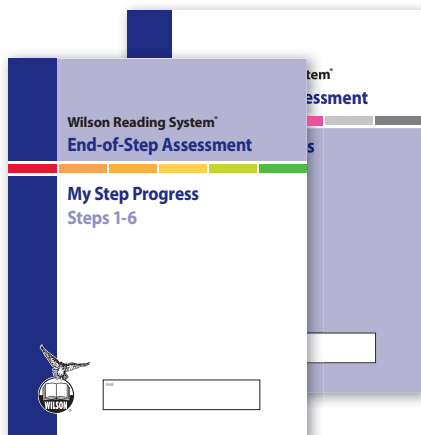
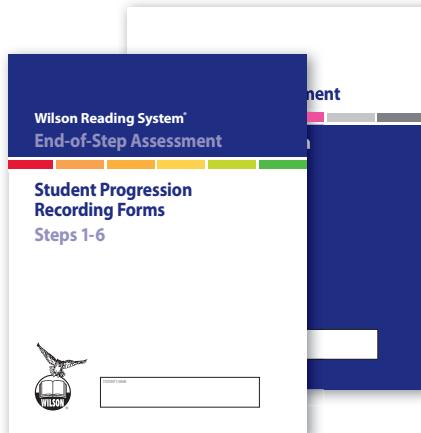
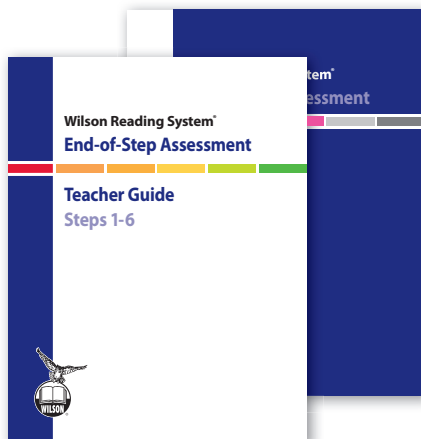
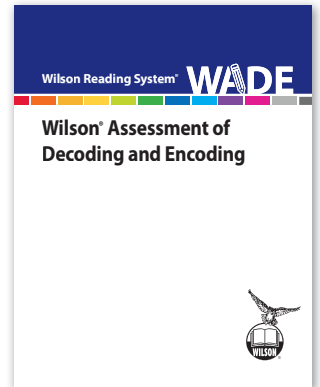
In Parts 9 and 10, you will use four basic instructional tasks to work with your students:

- Listening Comprehension
- Interactive Oral Reading
- Self-paced Silent Reading
- Oral Fluency - Repeated Reading

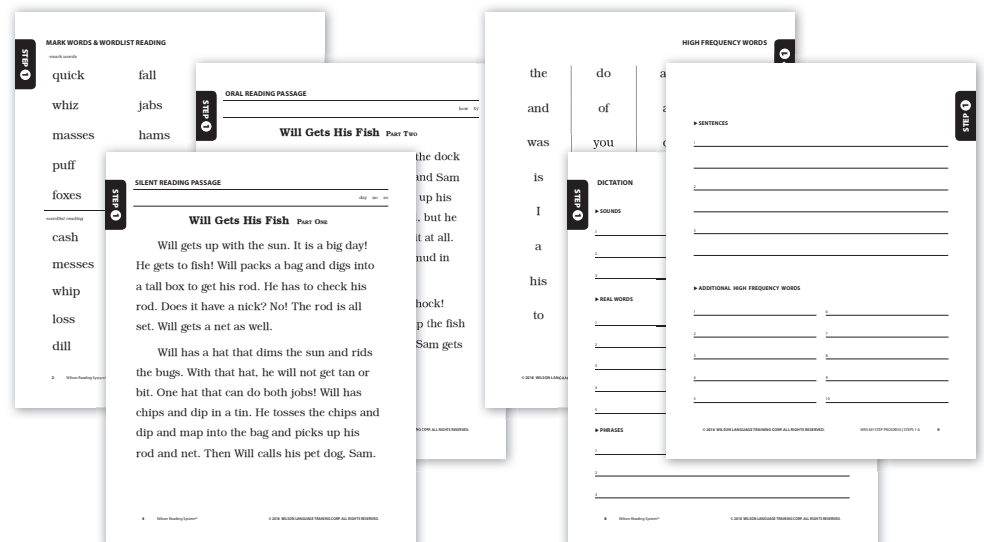
| Task | Description | Type of Text & Lesson Part |
|---------------------------------|--|----------------------------|
| Listening Comprehension | You read to students and facilitate collaborative discussions, comprehension questions, and using response cards. | Read aloud text |
| Interactive Oral Reading | You read aloud and read portions of text to students. Read all of the text with your students when they have difficulty comprehending a text by writing questions about its structure, if it has been taught to them, or by "teaching" them in portions that they are unable to read (due to word complexity). You may also read aloud and have students read in portions that they are able to read (due to word complexity). You may also read aloud and have students read in portions that they are able to read (due to word complexity). You may also read aloud and have students read in portions that they are able to read (due to word complexity). | Read aloud text |
| Self-paced Silent Reading | This section presents and provides scaffolds for students to read 10-15 minutes of text, with the direction to (a) develop their comprehension and (b) use the scaffolds to read the text. This section includes a list of text types and a list of text types. This section includes a list of text types and a list of text types. | Read aloud text |
| Oral Fluency - Repeated Reading | Although both interactive and silent reading are also working on fluency, this section is designed to help students develop their fluency by reading the same text multiple times. This section includes a list of text types and a list of text types. | Read aloud text |

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.

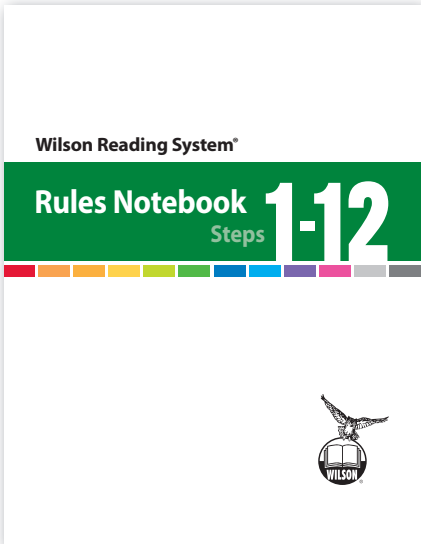


The **End-of-Step Assessment Set (Steps 1-6)** provides materials to conduct the end-of-step assessments. The purpose of the assessments is to determine a student's mastery and understanding of the concepts taught in the specific Step and identify any specific areas that need further instruction. Students 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 **End-of-Step Assessment Teacher Guide** provides general administration directions, instructions for scoring, and specific guidelines for progression to the next Step. (The End-of-Step Assessment Set (Steps 7-12) will be available for the 2019-2020 school year.)



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.



SOUNDS

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/ | |
| | - | rule | - | /iū/ | |
| y-e | - | type | - | /ī/ | |

Jobs of Silent C

- 1 Vowel-consonant-e words
- 2 End a word, following the letter **v**
- 3 The vowel in a consonant-le syllable
- 4 Change letters **g** and **c** to soft sound
- 5 To distinguish from a plural (e.g. **plea**)

WORD ELEMENTS

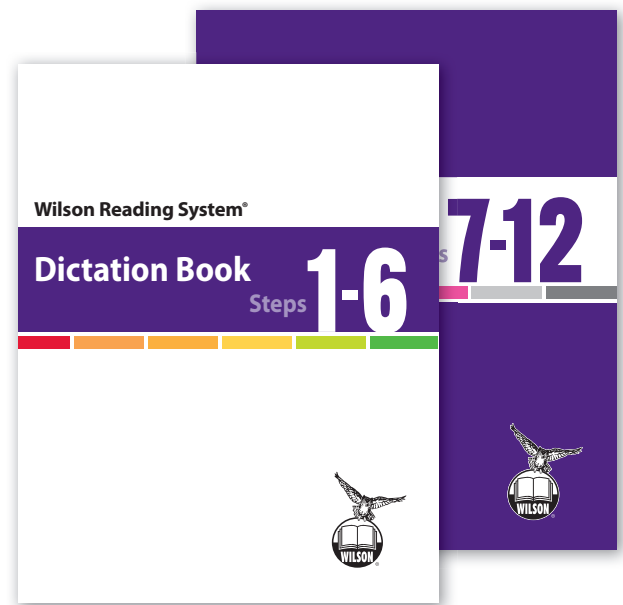
Step 2.4

| Latin Base | Meaning | Word Example | Example Image |
|------------|--------------|--------------|---------------|
| -fess- | acknowledge | confess | |
| -gress- | step, degree | congress | |
| -mand- | command | command | |
| -mit- | send | submit | |
| -pel- | drive, push | expel | |
| -pend- | hang, weigh | suspend | |
| -press- | press | compress | |

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Wilson Reading System® Dictation Books

The **Dictation Books** provide content for lesson planning reflecting 4th edition updates. For each Step in the program, all content is arranged by “type” (sounds, word elements, high frequency words, phonetic words, 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 Level AB includes words that represent 90% of the most frequently used words in written text and considered to be core vocabulary. Words that also are on the Academic Word List (AWL) are bolded in the wordlists and sentences.



Contents

WRS Steps 1-6 Dictation Pages _____

Writing Grids for Dictation Pages _____

WRS Steps 7-12 Dictation Page _____

Note:

In the back of this Dictation Notebook the WRS Student Dictation Page. These make copies as needed. First, you will provide space for students to write on WRS Dictation Page with handwriting students with whom you are practicing.

STEP 3

3.1 WORDS

compound words

| | |
|-----------|--------|
| sunset(s) | sunlit |
|-----------|--------|

cactus and relish - syllable division

| | |
|------------|-----------|
| axis | cabin(s) |
| finish(es) | habit(s) |
| medic(s) | metric |
| polish(es) | public |
| rapid | robin(s) |
| until | victim(s) |

schwa: ə and e = /i/

| | |
|-----------|------------|
| atom(s) | basket(s) |
| canyon(s) | chicken(s) |
| level(s) | magnet(s) |
| method(s) | model(s) |
| pocket(s) | rocket(s) |
| signal(s) | ticket(s) |

prefix + base word

| | |
|--------------|-----------|
| midship | misfed |
| transfix(es) | unbox(es) |
| undid | unfit |
| unlock(s) | unpack(s) |

STEP 3

3.1 PHRASES

full: full of shells

pull: did pull back

pulled: pulled it off

push: a big push

pushed: pushed my luck

month: for one month

first: should call first

number: a big number

3.2 PHRASES

new: a new dish

other: in other words

another: another word

after: after the first

over: over the top

under: under the rug

down: down the path

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 use 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 miscalc the number on the test.

Nick pulled the nonfat milk off the shelf.

Beth will be upset unless she can go first.

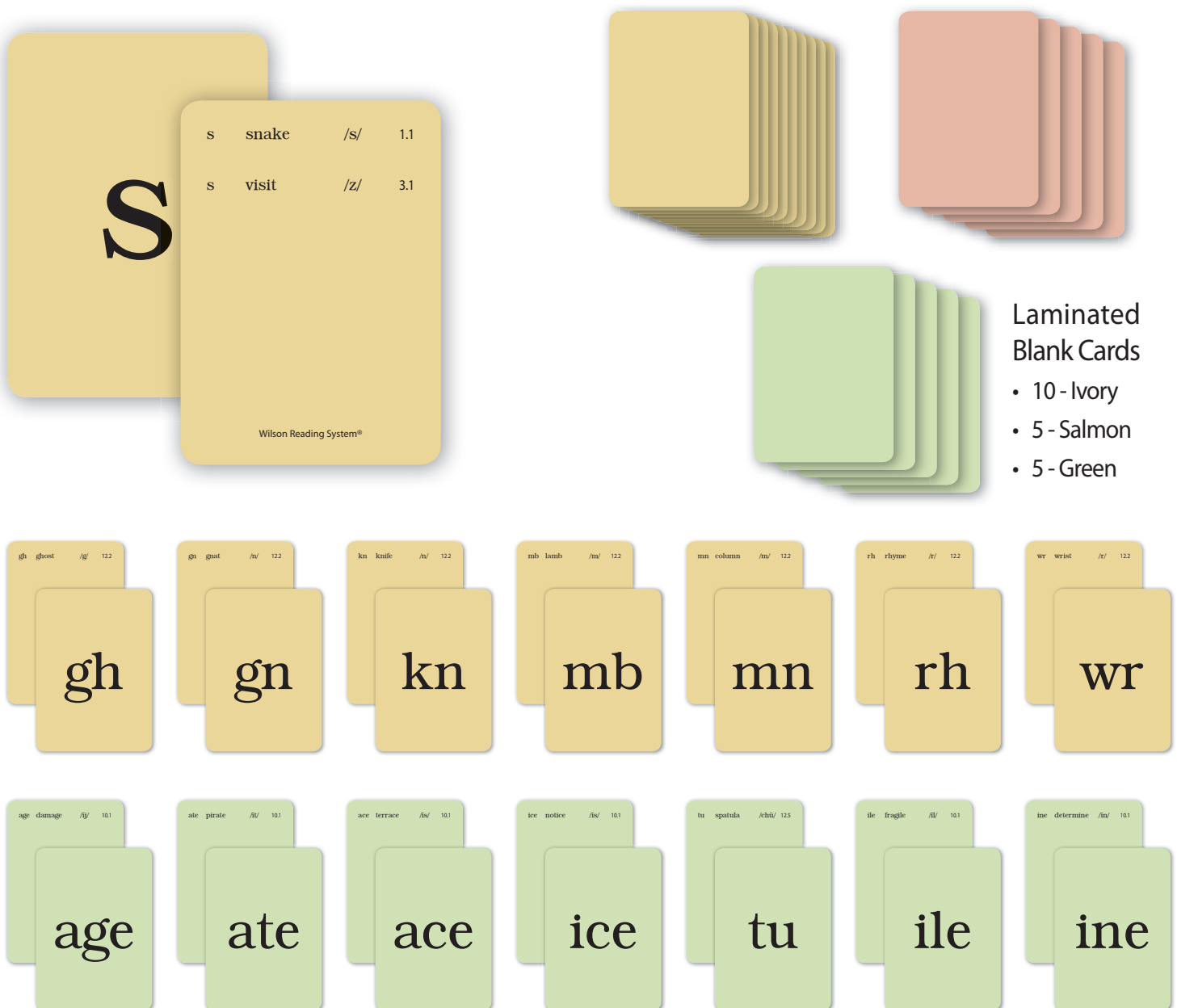
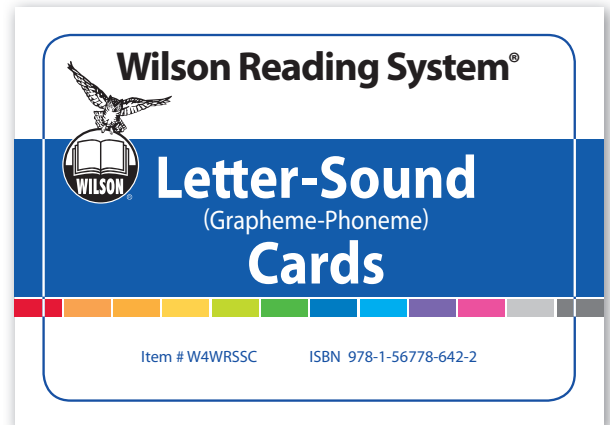
STEP 3

Sample pages from Dictation Book Steps 1-6

*Steps 7-12 materials will be available in 2020.

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: v-e exceptions, 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.

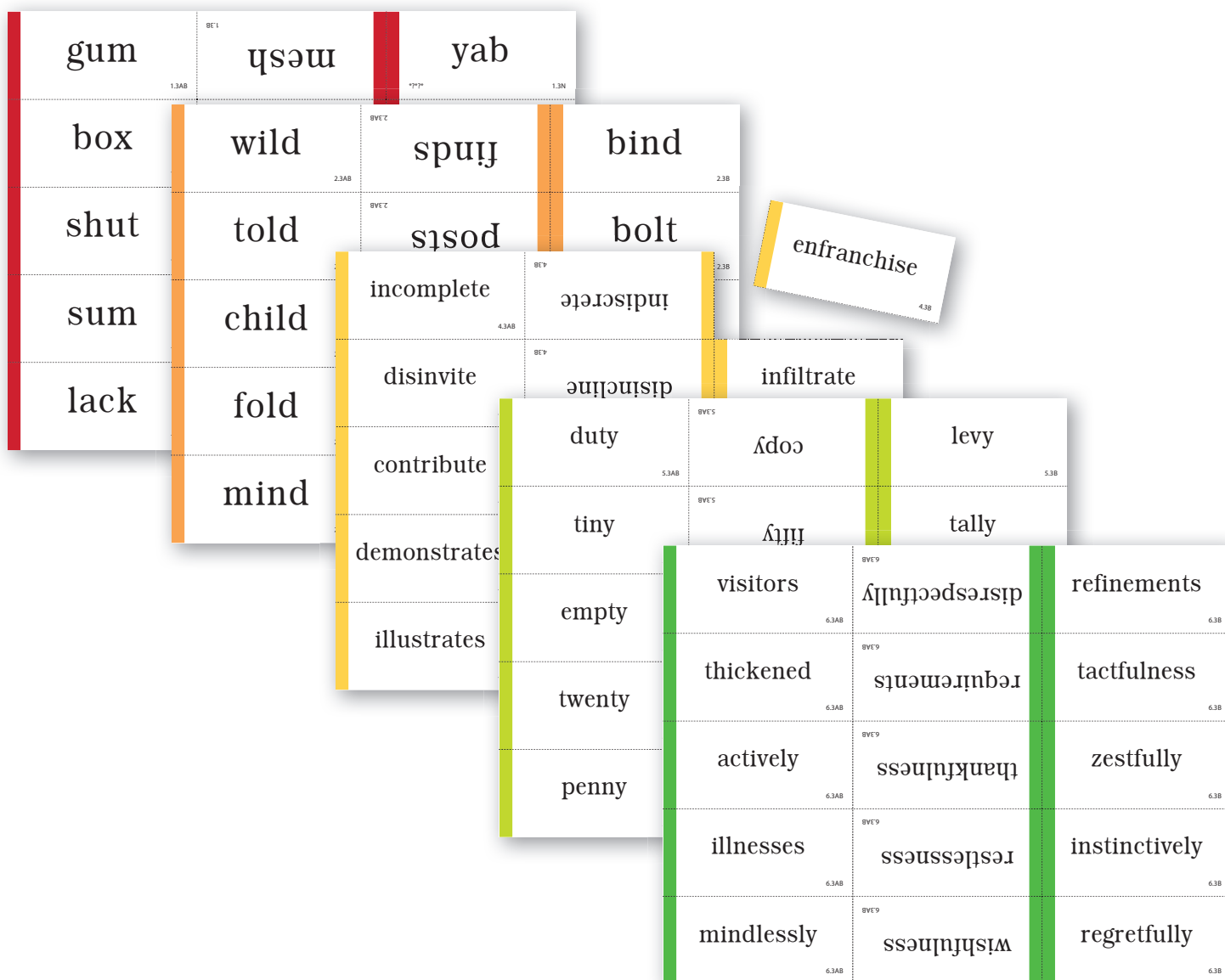
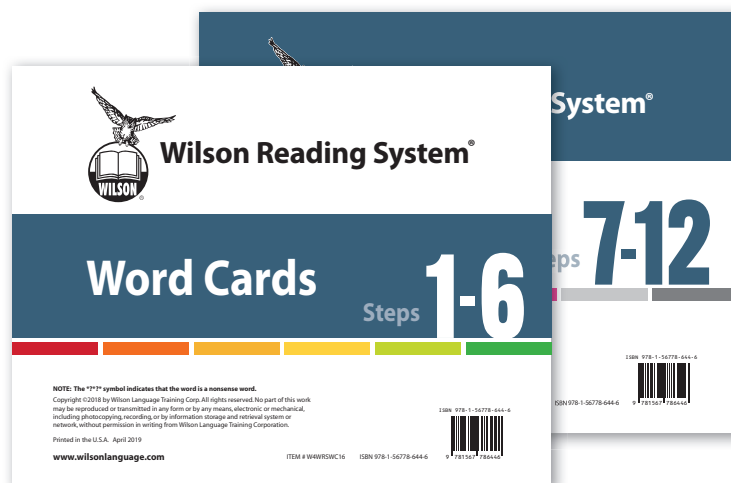


Laminated
Blank Cards

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

Wilson Reading System® Word Cards

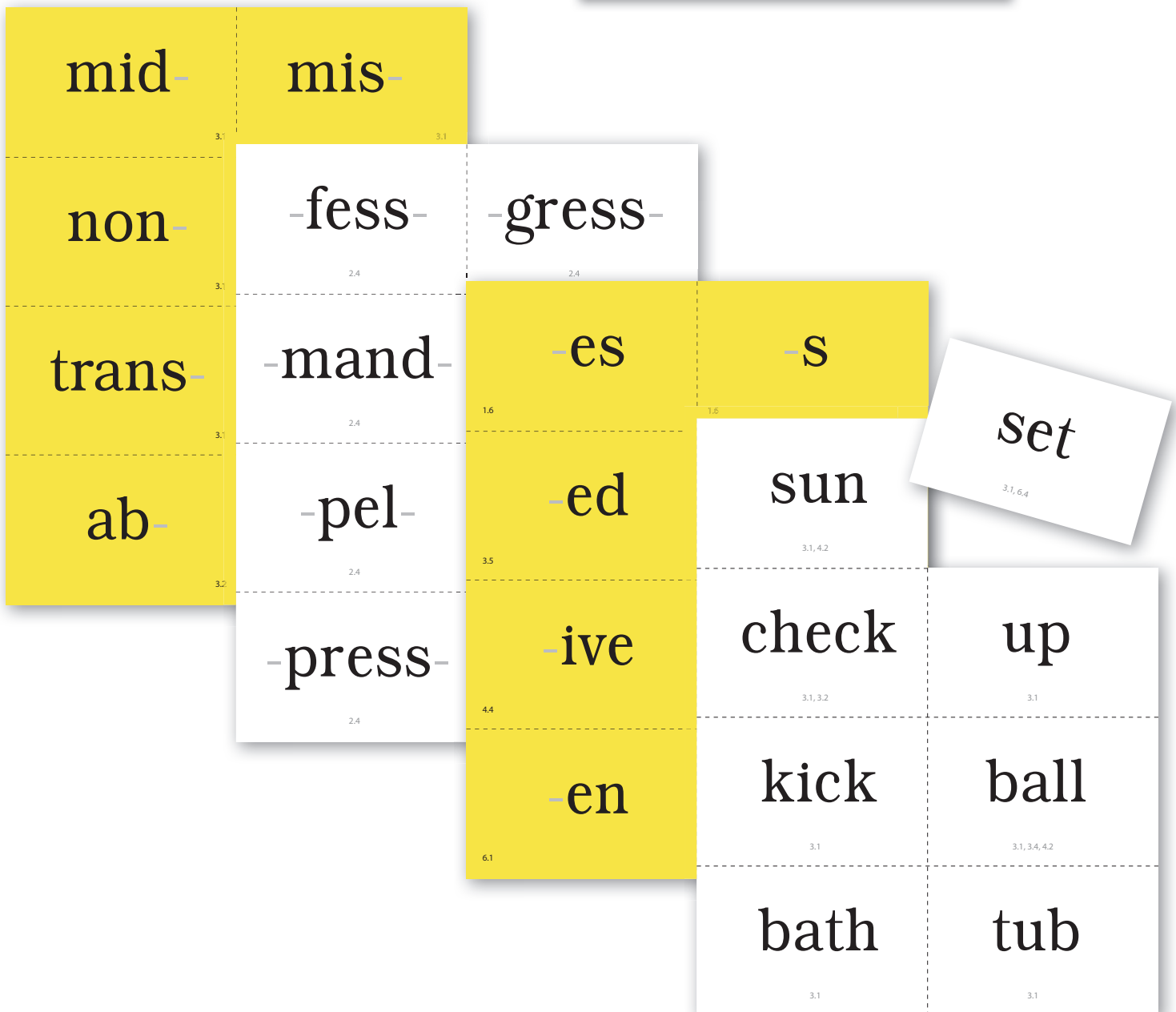
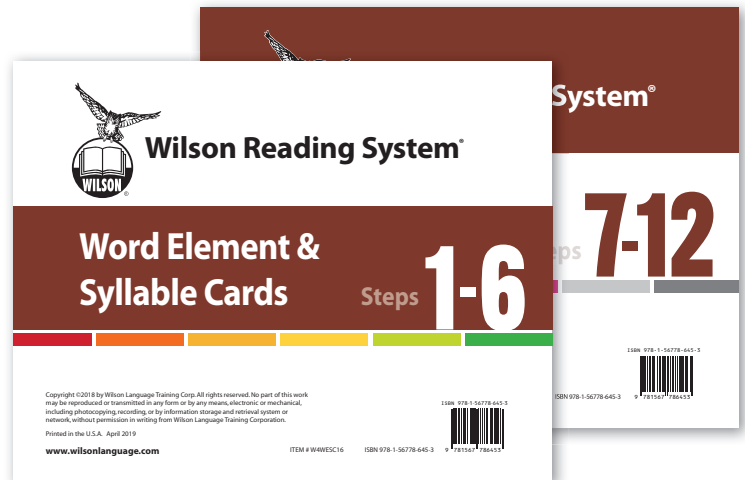
The **Word Cards** are laminated and are provided as perforated sheets for easy preparation. The word cards include Level AB (core vocabulary) & Level B words provided at each substep for targeted practice of high-utility words with taught word patterns, as well as extended vocabulary practice. Nonsense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



Steps 7-12 materials will be available in 2020.

Wilson Reading System® Word Element & Syllable Cards

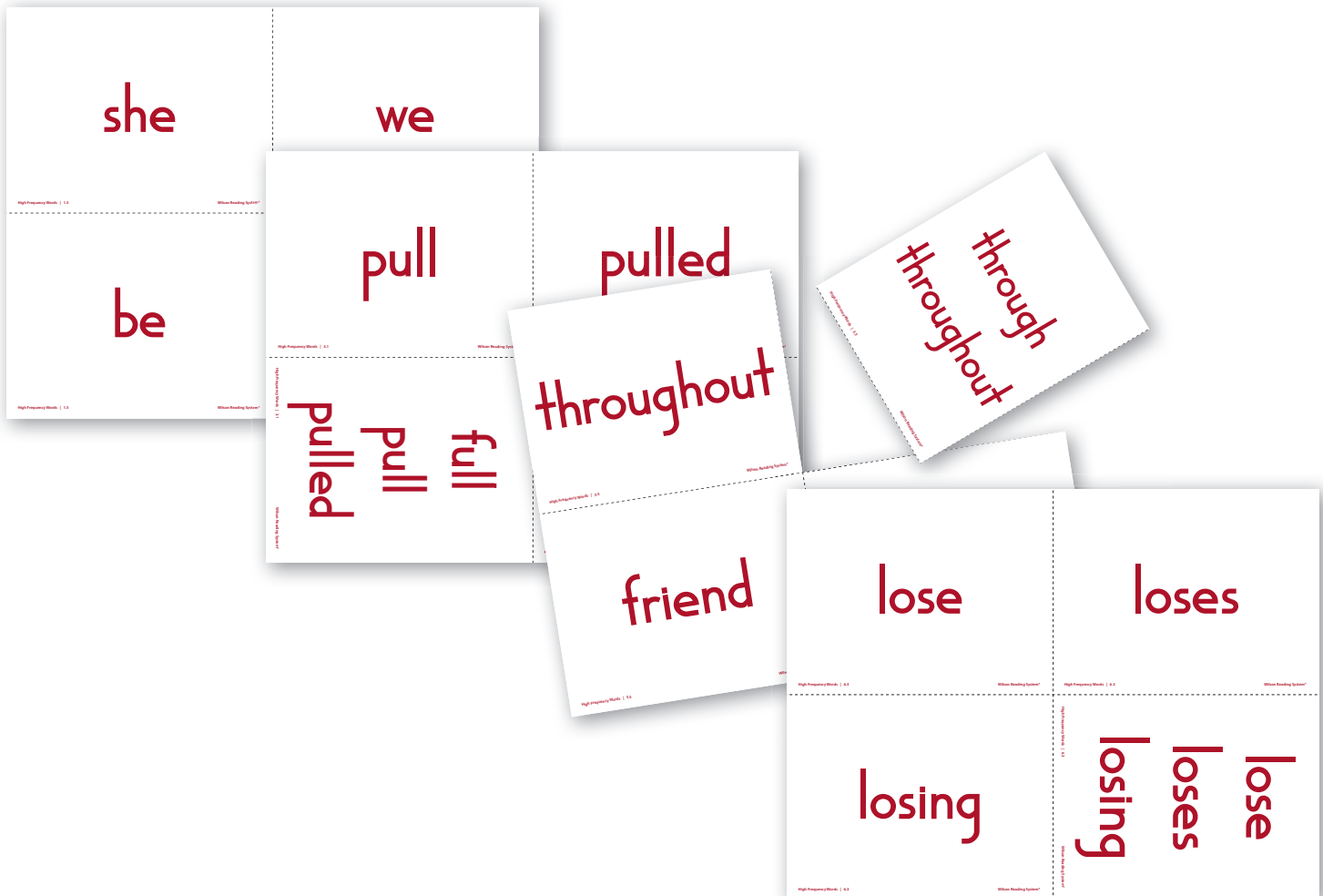
The **Word Element and Syllable Cards** are provided as perforated sheets for easy preparation. The word element cards include prefix cards, suffix cards (including the suffix -s), and Latin-base cards. In addition, a selection of words are segmented into syllables, with one syllable per card.



Wilson Reading System® High Frequency Word Cards

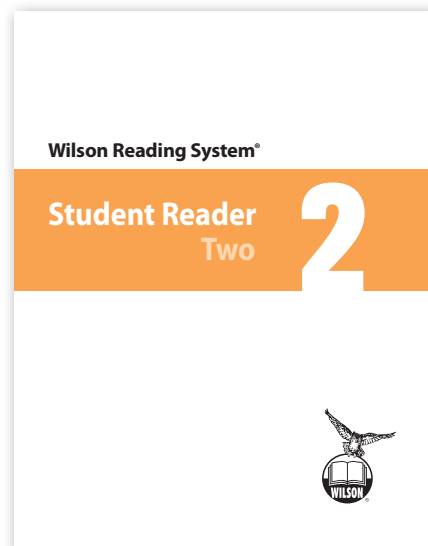
High frequency words, whether phonetic or irregular, are used so commonly in English, they need to be recognized quickly and easily. One of the more significant and important updates in the 4th edition is the direct teaching of high frequency words in a predetermined sequence. In addition to the direct teaching of these sight words to mastery for both reading and spelling, high frequency words are included in sentences, phrases, and stories for practice. Steps 1-6 teaches 242 high frequency words. 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 4th edition provides more than 500 taught words (Steps 1-6 and Steps 7-12). (The High Frequency Word Cards (Steps 7-12) will be available for the 2019-2020 school year.)



Wilson Reading System® Student Readers

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 150-200 words.



► **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 **lid, ind, old, ost, olt** (**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, scrap, stresses**); 15 common closed-syllable Latin-base elements with a **ct** 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 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

| | | |
|---------|---------|--------|
| flags | lunches | lamps |
| 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
for a snack

2 Where were

3 What glass

4

5

6

7

8

9

10

WRS STUDENT READER | TWO

Mom was mad when she saw the rip in Beth's dress. She asked, "My, my, Beth, how

* ** when what which there my why try shoe see saw

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

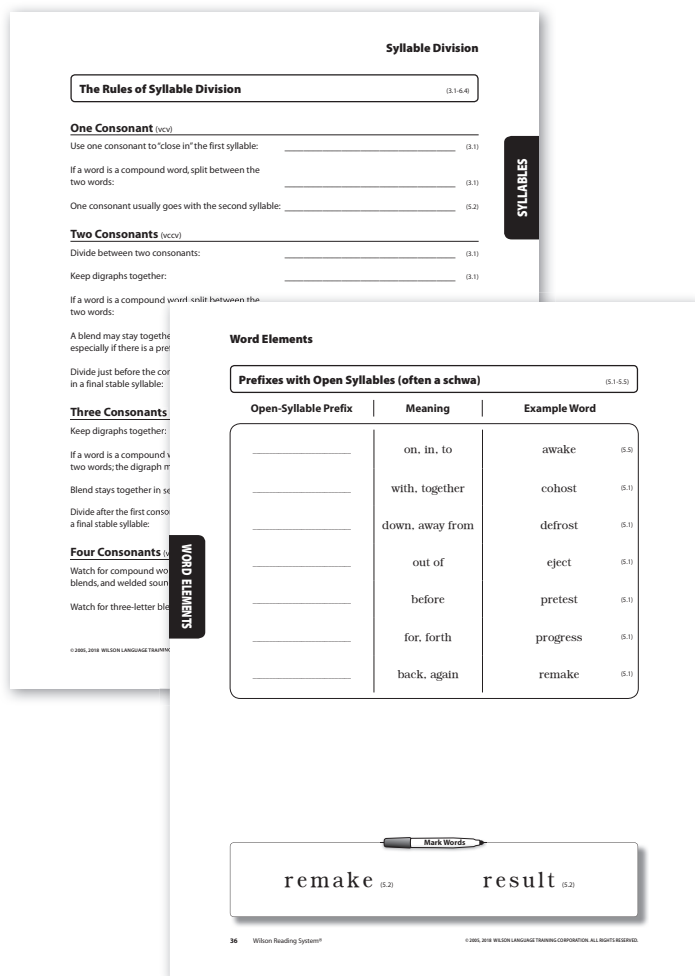
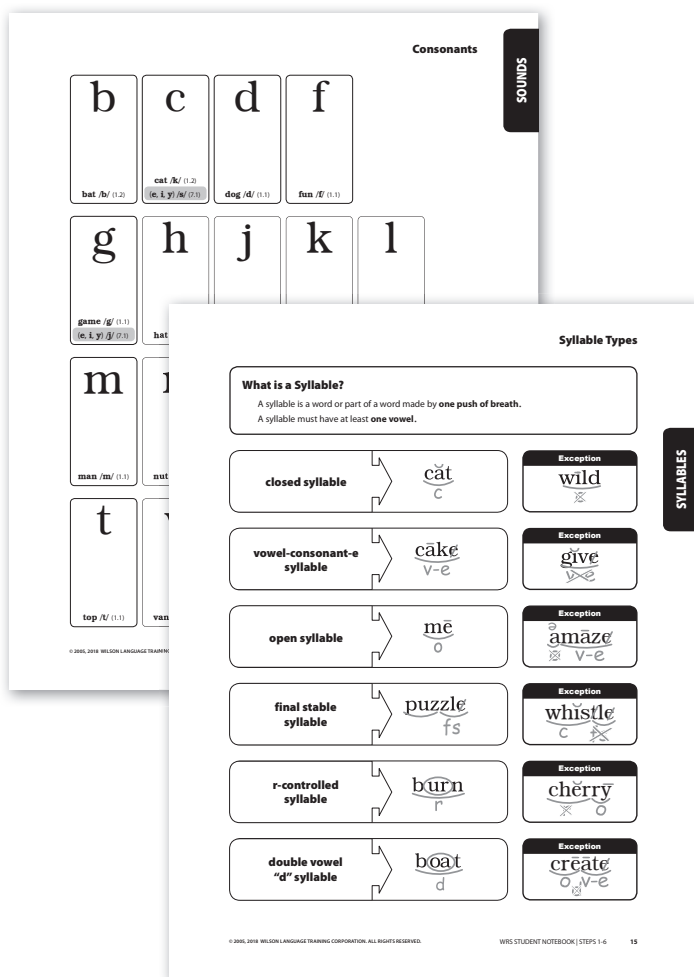
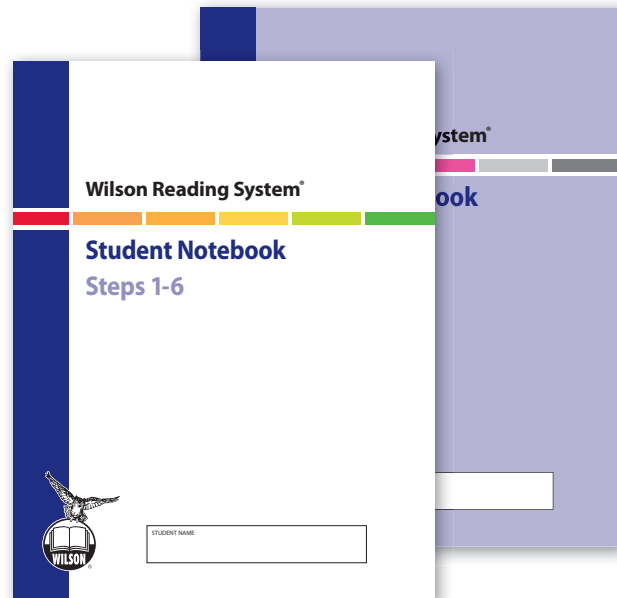
* High frequency words in current substep.

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

Steps 7-12 materials will be available in 2020.

Wilson Reading System® Student Notebooks (consumable)

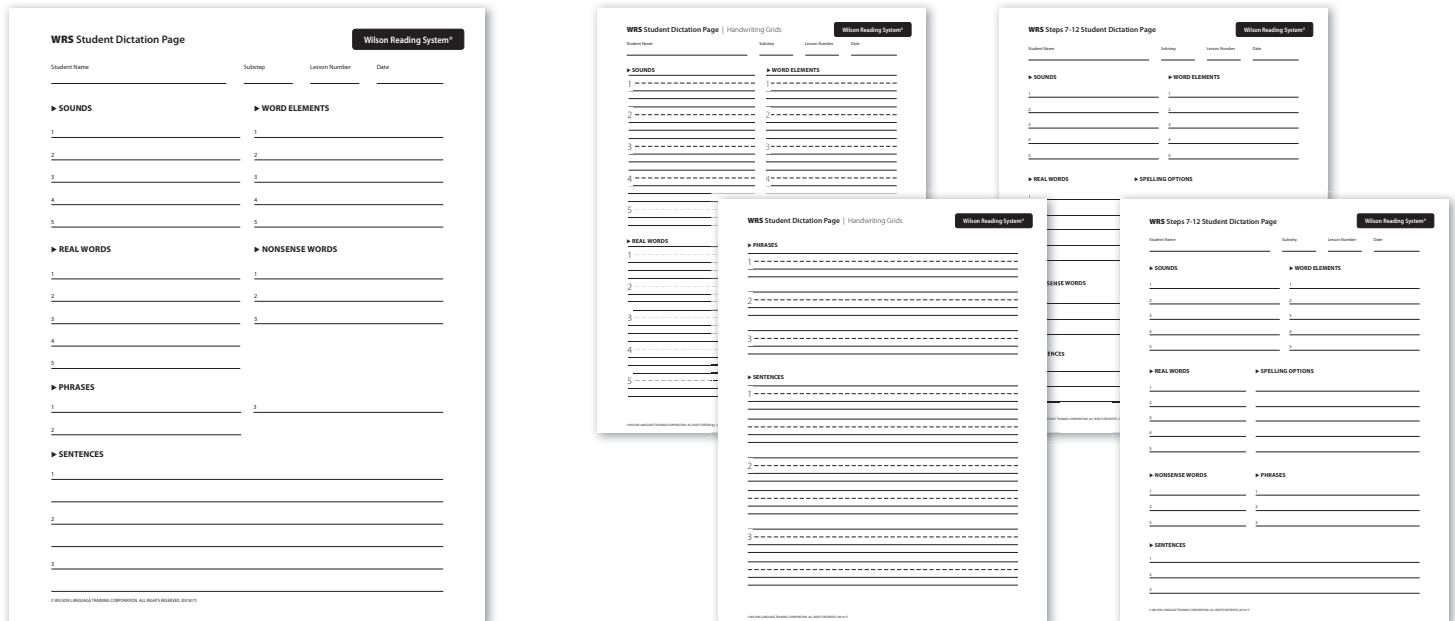
The **Student Notebooks** are used by students as a reference for sounds, syllables, spelling rules, word elements, vocabulary, and high frequency words. The 4th edition Student Notebooks reflect sequence updates (i.e., suffix -es taught at Substep 1.6), a word element section, as well as enough space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



Steps 7-12 materials will be available in 2020.

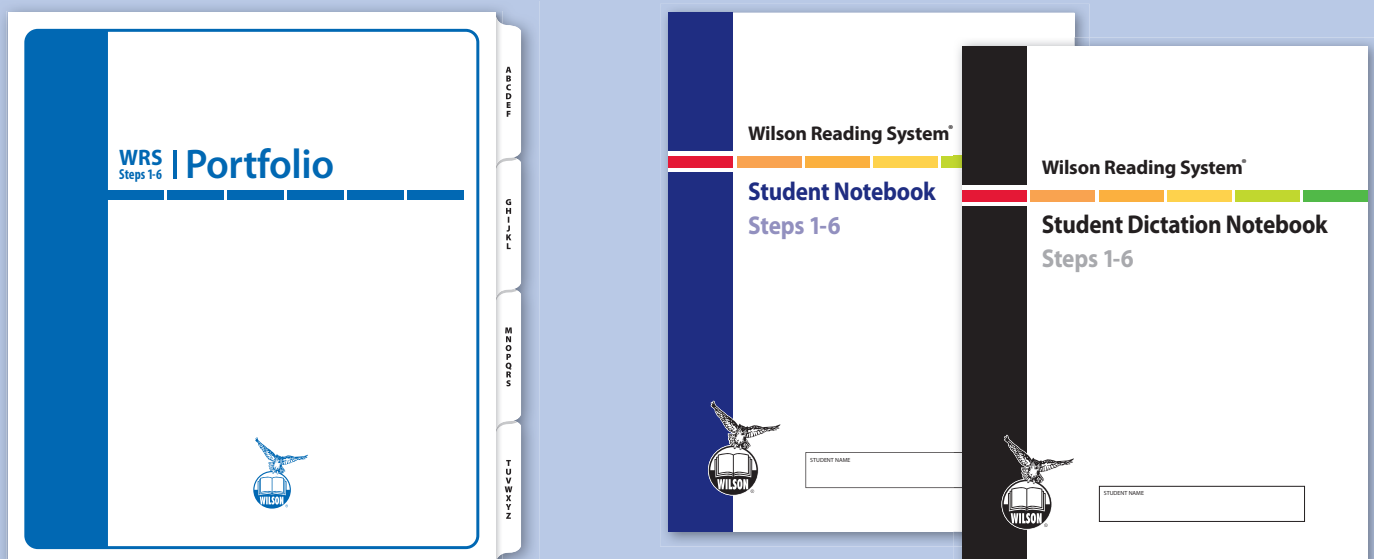
Wilson Reading System® Student Dictation Notebook (*consumable*)

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.



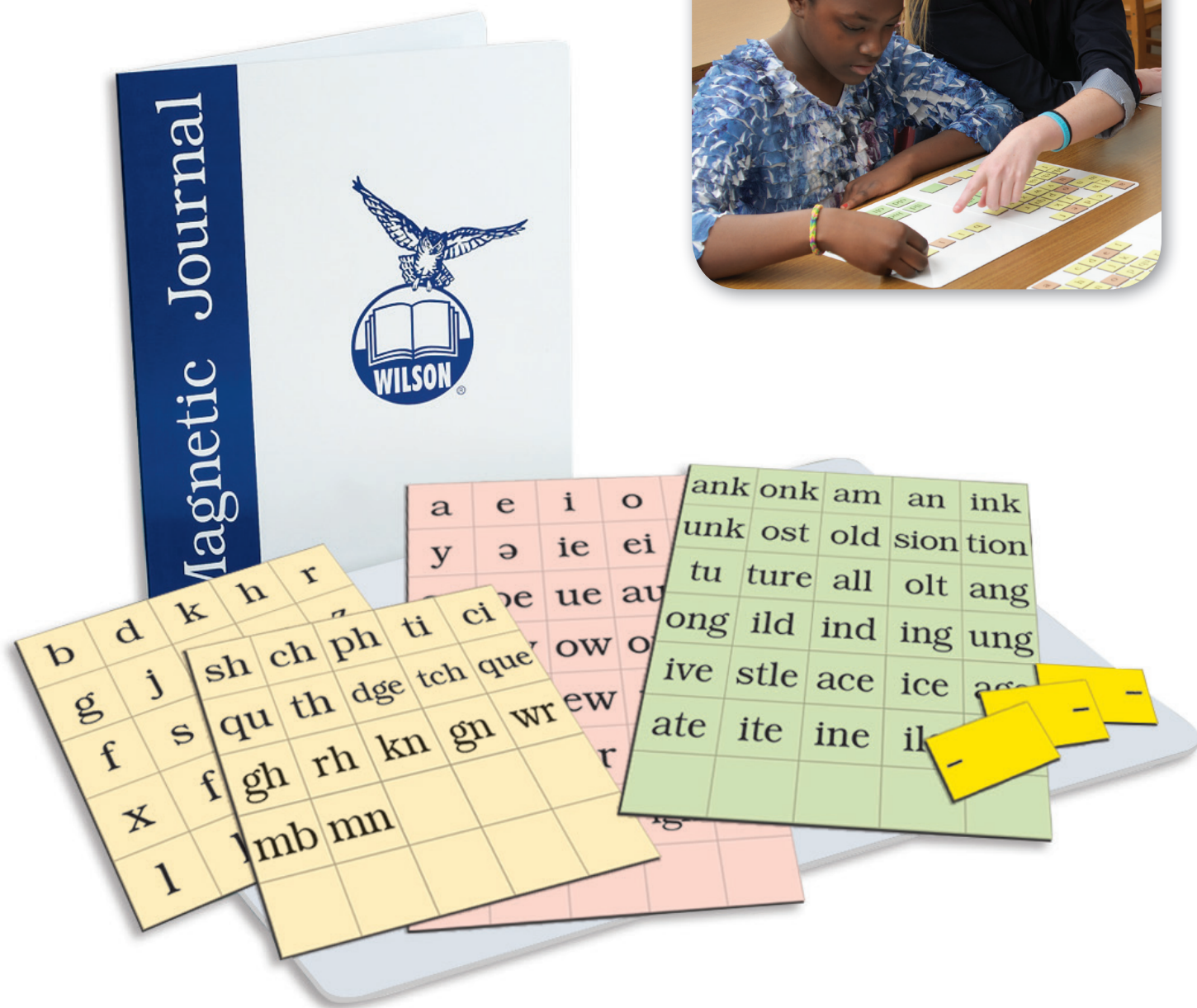
Wilson Reading System® Student Portfolio (*consumable*)

The Introductory Set includes a **Student Portfolio (Steps 1-6)** binder which contains a Student Notebook, A-Z tabs for vocabulary, and a Student Dictation Notebook.



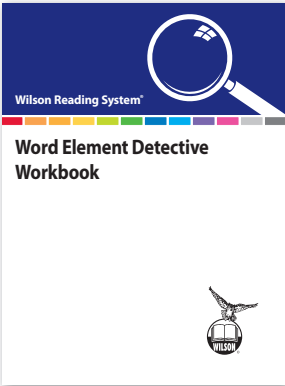
Wilson Reading System® Magnetic Journal with Letter Tiles

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® Word Element Detective Workbook (consumable)
(Supplemental material, not included in the Introductory Set*)

The **Word Element Detective Workbook** is a new supplemental resource for the 4th edition. This workbook addresses the word element (morphological) aspects of the WRS 4th Edition with activities to practice the word element concepts taught at each Step.



3.2

Some words below have a prefix added to a simple base word. Some have prefixes as part of a complex base word. Write the whole word in the second column and underline the base word. Write the base word in the next column.

| e.g. | Word | Base Word |
|----------------------|-------------------|-----------|
| in sist s | <u>insists</u> | insist |
| (trans) fix es | <u>transfixes</u> | fix |
| (non) tax | | |
| con stant | | |
| ad mit s | | |
| in land | | |
| (sub) test | | |
| in sult s | | |
| (mis) step | | |
| com mand | | |
| dis rupt s | | |

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3.1

Combine the word elements and write the word. Underline the base word. If there is a suffix, circle it. Then, mark the compound word.

e.g. sun + up = sunup e.g. sun + set + s = sunsets

cod + fish = _____ kick + ball = _____

cut + off = _____ hat + box + es = _____

with + in = _____ lap + top = _____

bed + bug + s = _____ dish + pan + s = _____

back + pack = _____ sun + up = _____

up + set = _____ tom + cat + s = _____

plg + pen + s = _____

Number of Word Elements

| | | | |
|---------|--|--|--|
| crafts | | | |
| glasses | | | |
| kings | | | |
| snaps | | | |
| inches | | | |
| frost | | | |
| colds | | | |
| branch | | | |
| bumps | | | |
| thing | | | |
| film | | | |
| strings | | | |
| brushes | | | |
| spells | | | |
| sold | | | |
| lends | | | |

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3.1

Combine the word elements (prefix and base word) and write the word. Then, underline the simple base word and circle the prefix.

un- lock = unlock mid- ship = _____

non- tax = _____ mid- leg = _____

un- did = _____ non- fat = _____

mis- call = _____ non- fan = _____

mis- fed = _____ trans- fix = _____

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* This material is sold separately and will be available in the near future.

Wilson Reading System® Matched Passages – Enriched & Readable Sets

(Supplemental material, not included in the Introductory Set*)

The **Enriched and Readable Sets** provide high-quality, authentic text for comprehension and fluency practice in Block 3. These texts cover current event topics or other informational topics of interest presented at an enriched level, and with matched texts at a non-controlled readable level. The texts are grouped into the following informational text structures for Steps 1-6: description, chronology/sequence, and compare/contrast. And the following text structures in Steps 7-12: problem/solution and cause/effect. Each Enriched and Readable Set includes:

- Enriched text passage
- Non-controlled readable text passages that includes
 - *Two passages matched to enriched text*
 - *One related passage that stays on topic*
- Questions for discussion and deeper understanding
- Vocabulary explanations in everyday language for quick reference and potential further study
- Completed graphic organizer for teacher reference

ENRICHED TEXT

Tsunami 101

In Japanese, the term tsunami means “harbor wave.” Actually, a tsunami is a series of waves caused by the sudden displacement of a large water mass from its normal position. Usually that body of water is an ocean, but tsunamis can also occur in seas and big lakes. Tsunamis are most commonly generated by earthquakes, volcanoes, and landslides.

Tsunami waves are sustained by gravity and have nothing to do with tides. In fact, a tsunami can even occur at low tide. In the open ocean, the length of a tsunami wave can reach more than one hundred miles from crest to crest. However, tsunamis have a small wave height when they’re offshore. They are only about 12 inches taller than normal waves. That’s why they generally go unnoticed by fishermen at sea.

These seemingly normal waves reach speeds exceeding 500 miles per hour! However, as they travel inland and reach shallower water, they slow to about 50 miles per hour. Their length diminishes and they may increase in height to become towering walls of turbulent water.

A tsunami does not always approach land as a series of enormous waves. It may look more like a rapidly rising tide. Sometimes, the first part of a tsunami to reach land is a “drawback.” This means that a large volume of water along the shoreline suddenly recedes, and areas that are normally underwater are suddenly exposed. People who have witnessed a drawback describe an accompanying sucking sound as the water recedes.

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ENRICHED TEXT

Different kinds of tsunamis. When tsunamis travel they are called teletsunamis. These are usually caused by devastating earthquakes. The number of waves there are usually between two and ten waves. The biggest or the most powerful. The 2004 Indian Ocean tsunami. Surprisingly, people in boats or by that teletsunami, but scuba divers were by the turbulence under the water.

Tsunamis can trigger local tsunamis. Local tsunamis only affect the seashore near where the tsunami occurred. In March 2011, Japan experienced a terrible tsunami that killed many lives and damaged a lot of property.

A tsunami is called a megatsunami. This is a tsunami that has much higher waves than tsunamis, megatsunamis are caused by huge landslides. One occurred in Lituya Bay in Alaska on July 9, 1964. It reached 1700 feet! That is the height of a skyscraper.

Tsunamis most often in the Pacific Ocean, but they’re found in all oceans. They can’t be predicted, even when an earthquake occurs, experts are working on perfecting automatic warning systems that can sense approaching tsunamis once they have been detected and provide warnings. Reliable warning systems would save a lot of lives and property.

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```
graph TD
    tsunami((tsunami)) --- causes
    tsunami --- characteristics
    tsunami --- locations
    tsunami --- types_examples[types/examples]
    causes --- earthquakes[earthquakes (teletsunamis & local)]
    causes --- volcanoes
    causes --- landslides[landslides (megatsunamis)]
    characteristics --- series_of_waves[series of waves]
    characteristics --- h2o_displacement[H2O displacement]
    characteristics --- out_in_ocean[out in ocean - 100 miles long, up to 500 mph]
    characteristics --- closer_to_shore[closer to shore shorter - much higher, slower (50 mph)]
    characteristics --- drawback["drawback" - "sucking" sound, water recedes]
    locations --- oceans[oceans (most common)]
    locations --- pacific_ocean[pacific ocean (most common)]
    locations --- seas[seas]
    locations --- big_lakes[big lakes]
    locations --- anywhere_anywhere[anywhere around globe]
    types_examples --- 2004_indian[2004 Indian 2-10' waves]
    types_examples --- local_japan[local (Japan 2011)]
    types_examples --- alaska_1964[Alaska megatsunami - 1700 waves (172 stories)]
    types_examples --- japan_1994[japan waves - 1994]
```

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* This material is sold separately and will be available in the near future.

Tsunami Safety (Tsunami 101 / Part III)

Tsunamis rank as one of the most devastating disasters. If you know what to look for, you can get to a safe place before a tsunami hits. People close to the ocean should know how to recognize signs of an impending tsunami and how to avoid loss of life.

An earthquake can be a tsunami warning. It can cause killer waves many miles across the ocean after it first strikes. The government can warn the public. Tune in to the radio or check the internet to get updates about where and what effects are expected to be felt.

Witnesses have said that a sudden, sharp drop in the water level sometimes happens before a tsunami hits the shore. Experts think that a rapidly dropping water level give people as much as five minutes' warning.

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Tsunami 101 / Part II

There are distinct kinds of tsunamis. Tsunamis that move across an entire ocean to distant shores are called teletsunamis. These tsunamis are caused by earthquakes and most often consist of anywhere from ten to ten waves. The first wave is not always the strongest one. The 2004 Indian Ocean tsunami was a teletsunami.

Small earthquakes can set off local tsunamis that affect land that is close by. Japan has had several tsunamis in the past. In March 2011, Japan experienced a local tsunami which took many lives and caused billions of dollars in damage.

The last kind of tsunami is a megatsunami. These cause these tsunamis, and they consist of waves much larger than other tsunamis. In 1958 a megatsunami hit the coast of Alaska. It was a wave that was over 1700 feet tall. That's taller than a story tall building! This is the tallest wave ever been known.

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Tsunami 101 / Part I

In Japanese, the word tsunami means "harbor wave."

A tsunami is a set of waves caused by the sudden movement of a massive volume of water. This happens most often in an ocean, but can also happen in big lakes and seas. Earthquakes and landslides can both cause a tsunami. Sometimes the landslides are underwater; at other times rocks fall from above the shore into the water.

Tsunami waves have nothing to do with tides, and can even happen when the tide is out. When a tsunami is in the open ocean, or offshore, its waves can be more than one hundred miles long from crest to crest. But, tsunami waves are not tall when they are offshore. They are only about 12 inches taller than common waves. Therefore they are not felt on ships, and people out on the open ocean almost never take note of a tsunami as it passes them.

Offshore, the waves move fast—more than 500 miles an hour! As they move inland and get close to the shore, or

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Potential Words for Further Study: These words not only help with comprehension of the passage, they also appear more frequently in a wide spectrum of reading, especially in academic text. Therefore, further study of the meaning of these words may be beneficial. The words listed below are incorporated into subsequent lessons.

accompanying (*adj*) happening or existing at the same time or as a result of

affect (*v*) to influence or cause to change

approach (*n*) the path to get close to something

areas (*n*) particular parts of a region

automated (*adj*) when work is done by machines instead of people

detected (*v*) found or discovered by using equipment or investigation (past tense of detect)

diminishes (*v*) reduces in size, importance, or intensity

displacement (*n*) when something is forced to move from where it is usually located

exceeding (*v*) greater or larger than that number

exposed (*v*) uncovered something that is usually hidden (past tense of expose)

enormous (*adj*) extremely large in size or amount

experts (*n*) people who are very skilled at doing something or a lot about something

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Discussion/Follow-up for Tsunami 101: Enriched Text

1. Explain what happens in a body of water to cause a tsunami.
2. Discuss two changes that occur to tsunami waves when they move from the deep offshore water towards shallower water.
3. Describe two different ways an approaching tsunami might look to an observer on the shore.
4. What does "recedes" mean?
5. Although the author doesn't explain, why do you think people in boats on the water surface weren't affected by the 2004 Indian Ocean tsunami?
6. Explain one important difference between a tsunami caused by a small earthquake and one caused by a powerful earthquake.
7. What does the author want you to know about predicting tsunamis?
8. What does "turbulent" mean?

Teacher Resources

Vocabulary

Words for Quick Discussion: These words may need to be discussed with students as they are encountered, to help with comprehension of the passage. It is best to do this with a quick discussion while reading the text, in student-friendly language.

crest (*n*) the top of a wave

devastating (*adj*) very destructive or damaging

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Fourth Edition **WILSON** Reading System[®] Introductory Set



The **WRS Introductory Set** includes material needed to teach Steps 1-6 of the program, including:

- Instructor Manual (Steps 1-6)
- WADE
- End-of-Step Assessment Set (Steps 1-6)
- Rules Notebook
- Dictation Book (Steps 1-6)
- Letter-Sound Cards
- Word Cards (Steps 1-6)
- Word Element & Syllable Cards (Steps 1-6)
- High Frequency Word Cards (Steps 1-6)
- Student Reader One
- Student Reader Two
- Student Reader Three
- Student Reader Four
- Student Reader Five
- Student Reader Six
- Magnetic Journal with Letter Tiles
- Student Portfolio (Steps 1-6) includes:
 - Student Notebook (Steps 1-6)
 - Student Dictation Notebook (Steps 1-6)

Items are also sold separately.

A **WRS Advanced Set**, which includes Steps 7-12 material, will be available in 2020.