

Wilson Reading System® Alignment to Common Core State Standards: English Language Arts

Table of Contents:

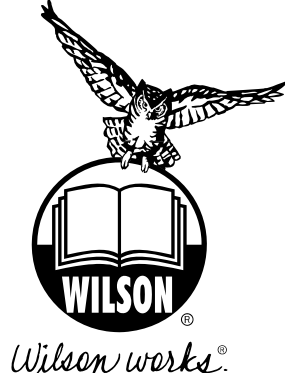
Introduction1

General Overview: WRS Intensive Intervention Supports Common Core State Standards.....2

WRS Correlations to Reading Standards: Foundational Skills (Grades K-3).....4

WRS Correlations to Anchor Standards in Reading (Literature & Informational Text).....12

WRS 10-Part Lesson Plan Description.....17



Introduction

For students in a Tier 3 intervention, it is critical that they receive a program of instruction that ensures that they master the foundational skills of language structure that are typically taught in grades K-3 and which are found in the *Common Core State Standards for English Language Arts & Literacy* at those grade levels. Without mastery of those K-3 standards, students will not successfully achieve grade-level standards beyond grade 3.

It is relevant to highlight a critical document accompanying the Common Core State Standards called *Application to Students with Disabilities* (www.corestandards.org/assets/application-to-students-with-disabilities.pdf). This resource is an important part of the standards that can guide those assisting students with dyslexia. A key point found on the *Application to Students with Disabilities* document calls for “Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.” Although accommodations will allow access to the curriculum, these will not teach students to read and write. The WRS Level I Certification trains teachers to skillfully deliver well-sequenced instruction using the Wilson Reading System that will help students achieve more independence and become a lifelong reader.

A correlation explaining how the WRS program aligns with the K-3 is outlined in this guide. Given that the WRS program is not grade specific, a one-to-one correlation with the Common Core by grade level is not straight-forward. However, the following correlation does demonstrate the skills WRS addresses for each grade level, K-3.

The sections that follow include:

- General Overview: WRS Intensive Intervention Supports Common Core State Standards
- WRS Correlations to Reading Standards: Foundational Skills (Grades K-3)
- WRS Correlations to Anchor Standards in Reading (for Literature and Information Text)

Important background information on the Wilson Reading System program structure that will be helpful as one evaluates how the program supports the Common Core State Standards is also included:

- WRS 10-Part Lesson Plan Description

General Overview: WRS Intensive Intervention Supports Common Core State Standards

The Wilson Reading System® strongly supports the *Common Core State Standards for English Language Arts & Literacy* by providing an intensive intervention program (Tier 3) to address the foundational skills required to read and write.

Reading Standards: Foundational Skills

With regard to foundational reading skills, the Common Core State Standards initiative states,

“These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.”

Wilson Reading System is designed for students in grade 2-12 (and adults) who have a language-based learning disability with a primary word-level deficit and require an intensive reading intervention. These students do not have the solid foundational skills of language structure that are typically taught in grades K-3. The Wilson Reading System combines a synthetic phonics approach and explicit instruction in total word structure so that students learn strategies to independently read and spell words. Instruction includes all English language letter-sound correspondences, syllable patterns (single and multisyllabic), common prefixes and suffixes, and skilled practice with high frequency sight words (irregular words). Students are paced through the curriculum based on mastery of skills, understanding of language concepts, and their ability to apply to connected text with accuracy and fluency.

The students who are identified to receive WRS instruction are not able to engage with grade-level complex reading and writing tasks because they are not yet fluent readers or writers. WRS provides these students with the foundational and language standards that are absolutely necessary to be able access grade level text. In this regard, WRS aligns to these key foundational and writing standards:

- Know and apply phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate command of the conventions of standard English spelling for common spelling patterns, spelling for words that are irregular, and capitalization and punctuation. (Writing Standards)

Reading Standards: Literature and Informational Text

The Wilson Reading System also strongly supports the Anchor Standards in Reading:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Reading and Level of Text Complexity

The Wilson Reading System develops comprehension explicitly throughout the curriculum in Parts 9 and 10 of the daily lesson plan. In Part 9 of the lesson, students practice fluent reading with short decodable text that is included with each substep. These short, controlled passages allow students with emerging decoding

skill the opportunity to develop fluency and reading comprehension strategies. Part 10 provides teachers with the opportunity to engage students deeply in a broad range of high-quality, increasingly challenging literary and informational texts. Part 10 also engages students in more complex text than their decoding abilities allow for, while also increasing the complexity of text as their decoding skills increase. As students progress in their decoding skills through the WRS curriculum (all 12 Steps), teachers carefully plan the text selection for Part 10.

When engaging in reading and discussing text, WRS teachers use a process called Wilson Comprehension S.O.S.[™] (Stop – Orient – Scaffold / Support). As the student or teacher reads, they intermittently stop and interact to support students' understanding of the text. It is intended to guide students' comprehension and to teach students through modeling and discussion. This establishes a deep understanding, rather than surface understanding, of content. The explanation of vocabulary, idioms, phrases, and word usage within content is discussed as students encounter the text. The goal is to model this process with students to prepare them to do it on their own. ***The Comprehension S.O.S. process engages students in rich and rigorous evidence based conversations about text***--the skill of close reading as outlined in the Common Core State Standards.

Language and Speaking Standards

The Comprehension S.O.S. process and Part 10 Listening Comprehension also supports the Language and Speaking Standards. Students engage effectively in a range of collaborative discussion on topics and texts. Students determine main ideas and supporting details of a text read aloud, and report on a topic or text with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. Students develop vocabulary from listening to informational and narrative text.

WRS Correlations to Reading Standards: Foundational Skills (Grades K-3)

The population of students who would be enrolled in the Wilson Reading System requires an intensive program to support their mastery of standards found in earlier grades in order for them to access and ultimately achieve success with their own grade-level standards. The WRS comprehensively addresses the Foundational Skills of Reading in the Common Core State Standards to support this need. To demonstrate the alignment between WRS and the *Reading: Foundational Skills* section of the Common Core State Standards, the correlation below has been prepared. The correlation below focuses on grades K-3.

Correlation to Lesson Plan Parts

In the correlational tables in this section, Column 2 (WRS Lesson Plan Part) identifies which Part(s) of the daily lesson plan the specific skill is addressed. Generally, each lesson a teacher prepares for a student contains 10 Parts. In the example of skill RF.K.1.a., “Follow words from left to right, top to bottom, and page by page” is addressed in two parts of the WRS lesson: Part 5 (Sentence Reading) and Part 9 (Controlled Text Passage Reading). Note that each of Part of the lesson plan does address *multiple skills* (e.g., Part 5 addresses not just skill RF.K.1.a, but also RF.K.2.c, RF.K.3.c, etc.). As described earlier, WRS is an integrated program, so multiple skills are addressed in each lesson as well as in each Part of a lesson.

For further information about the instruction provided within each Part of the lesson, please refer to the *WRS 10-Part Lesson Plan Description* section of this document.

Correlation to WRS Step

The third column of the table (WRS Step) identifies the Step in which the skill is taught. The Wilson Reading System is comprised of 12 Steps (similar to Units), and a student must achieve mastery of a Step before moving to the next one. Continuing to use Using RF.K.1.a as an example, one can see in the correlational table that the skill is taught in Step 1. RF.K.1.b. is also addressed in Step 1, but also in Steps 2-12 of the program, meaning that students will be learning and practicing this skill throughout the duration of the program.

Teacher Edition Evidence and Program Materials

Because the set of materials that supports WRS instruction is also integrated and used in multiple Parts of the program as well as across multiple Steps of the program, it would be repetitive to identify the specific correlation to each skill. Instead, specific information describing the materials used throughout a lesson is included in the *WRS 10-Part Lesson Plan Description* section of this document. It is important to note that the WRS materials are labelled with a number and color-coded to identify the Step in which it is used. For example, sound cards are used in Part 2 of the lesson, but there will be different sound cards that correspond to specific Steps of the program, and these would be clearly identified.

For materials and Teacher Edition citations, please refer to the *WRS 10-Part Lesson Plan Description* section of this document.

READING: FOUNDATIONAL SKILLS GRADE K

Grade K Print Concepts		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.K.1 Demonstrate understanding of the organization and basic features of print.	Part 2 Part 3 Part 4 Part 5 Part 7 Part 8 Part 9	Step 1
RF.K.1.a Follow words from left to right, top to bottom, and page by page.	Part 5 Part 9	Step 1
RF.K.1.b Recognize that <i>spoken</i> words are represented in written language by specific sequences of letters.	Part 7 Part 8	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.K.1.c Understand that words are separated by spaces in print.	Part 5 Part 8 Part 9	Step 1
RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	Part 1 Part 2 Part 8	Step 1

Grade K Phonological Awareness		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.K.2 Demonstrate understanding of <i>spoken</i> words, syllables, and sounds (phonemes).	Part 6 Part 7 Part 8	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.K.2.a Recognize and produce rhyming words.	Rhyming words not explicitly taught	
RF.K.2.b Count, pronounce, blend, and segment syllables in <i>spoken</i> words.	Part 7 Part 8	Steps 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.K.2.c Blend and segment onsets and rimes of single-syllable <i>spoken</i> words.	Part 7 Part 8	Steps 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	Part 2 Part 7 Part 8	Steps 1, 2, 4.1
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Part 2 Part 7	Steps 1, 2, 4.1, 5.1, 8.1, 9

Grade K Phonics and Word Recognition		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; The Steps of WRS are not grade equivalent.
RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Part 1 Part 6	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Part 1 Part 2 Part 6 Part 7	Short: Step 1 Long: Steps 4, 5, 9
RF.K.3.c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	Part 3 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Part 2 Part 3 Part 4 Part 5 Part 7 Part 8 Part 9	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Grade K Fluency		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.K.4 Read emergent-reader texts with purpose and understanding.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

READING: FOUNDATIONAL SKILLS GRADE 1

Grade 1 Print Concepts		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.1.1 Demonstrate understanding of the organization and basic features of print.	Part 2 Part 3 Part 4 Part 5 Part 7 Part 8 Part 9	Step1
RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Part 5 Part 8 Part 9	Step 1

Grade 1 Phonological Awareness		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.1.2 Demonstrate understanding of <i>spoken</i> words, syllables, and sounds (phonemes).	Part 6 Part 7 Part 8	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	Part 2 Part 7	Steps 4, 5, 9
RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Part 2 Part 7 Part 8	Steps 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in <i>spoken</i> single-syllable words.	Part 7 Part 8	Steps 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.1.2.d Segment <i>spoken</i> single-syllable words into their complete sequence of individual sounds (phonemes).	Part 7 Part 8	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Grade 1 Phonics and Word Recognition		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.1.3 Know and apply <i>grade-level phonics and word analysis skills in decoding words</i> .	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.
RF.1.3.a Know the <i>spelling-sound</i> correspondences for common <i>consonant digraphs</i> .	Part 6	Step 1

Grade 1 Phonics and Word Recognition		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.1.3.b Decode regularly spelled one-syllable words.	Part 2 Part 3 Part 4 Part 5 Part 9	Steps 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.	Part 1 Part 2 Part 6 Part 7	Steps 4, 9
RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Part 2 Part 7	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.1.3.e Decode two-syllable words following basic patterns <i>by breaking the words into syllables</i> .	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.1.3.f Read words with inflectional endings.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 1.6, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.	Part 3 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Grade 1 Fluency		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	Part 1 Part 2 Part 3 Part 4 Part 5 Part 6 Part 7 Part 8 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.1.4.a Read grade-level text with purpose and understanding.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.

Grade 1 Fluency		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

READING: FOUNDATIONAL SKILLS GRADE 2

Grade 2 Phonics and Word Recognition		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.
RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.	Part 1 Part 6 Part 7	Steps 9, 10, 11, 12 (Additional instruction on how vowel teams letter-sound correspondence can be included in Step 4 is provided on Wilson Academy.)
RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.2.3.d Decode words with common prefixes and suffixes.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Suffixes begin: Step 1.6 Prefixes introduced 5.2
RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	Part 2 Part 3 Part 4 Part 5 Part 7	Steps 4, 5, 6, 7, 8, 9, 10, 11, 12

Grade 2 Phonics and Word Recognition		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
	Part 8 Part 9 Part 10	(Spelling options begin in Step 4.)
RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	Part 3 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.

Grade 2 Fluency		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.2.4.a Read grade-level text with purpose and understanding.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.
RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.
RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

READING: FOUNDATIONAL SKILLS GRADE 3

Grade 3 Phonics and Word Recognition		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 (Suffixes begin in Step 1.3; Prefixes 5.2)
RF.3.3.b Decode words with common Latin suffixes.	Part 2 Part 3	Steps 3.5, 6.1

Grade 3 Phonics and Word Recognition		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
	Part 4 Part 5 Part 9	
RF.3.3.c Decode multisyllable words.	Part 2 Part 3 Part 4 Part 5 Part 9 Part 10	Steps 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.3.3.d Read grade-appropriate irregularly spelled words.	Part 3 Part 4 Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.

Grade 3 Fluency		
Foundational Skill Standard	WRS Lesson Plan Part	WRS Step
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RF.3.4.a Read grade-level text with purpose and understanding.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.
RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 The Steps of WRS are not grade equivalent.
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Part 5 Part 9 Part 10	Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

WRS Correlations to Anchor Standards in Reading (Literature & Informational Text)

The Wilson Reading System also strongly supports the Anchor Standards in Reading:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Reading and Level of Text Complexity

WRS develops comprehension explicitly throughout the curriculum in Parts 9 and 10 of the daily lesson plan.

WRS Lesson Plan Part 9: Application of Skills, Passage Comprehension, Fluency with Controlled Text

Passages for each substep are included in the WRS Student Readers. These short, controlled text passages provide students with emerging decoding skills the opportunity to develop *reading* comprehension strategies. There are many goals associated with reading the controlled text, including: students' development of visualization for determining both understanding and memory of text, students' oral language skills or retelling a passage to reflect both properly sequenced details and the overall meaning of the text, and students' development of the independent application of phrasing when orally reading a prepared passage.

WRS Lesson Plan Part 10: Listening Comprehension and Applied Skills

This part of the lesson provides teachers with the opportunity to engage students deeply in a broad range of high-quality, increasingly challenging literary and informational texts. In Part 10, students are engaging in more complex text than their decoding abilities allow for, while also increasing the complexity of text as their decoding skills increase. As students progress in their decoding skills through the WRS curriculum (all 12 Steps), teachers carefully plan the text selection for Part 10.

Listening Comprehension: Literary & Informative Text

Teacher reads to students at a level well-above their independent reading level. This allows the opportunity to develop comprehension of literature and informational text at a higher level than accessible to students at their independent reading level, increase vocabulary/background schema, increase exposure to more complex syntax structure, and increase oral expressive ability.

Applied Skills Using Progressively More Challenging Literary & Informational Text

"Applied skills with an accuracy focus" provides students with guided application of emerging decoding skills and context clues to successfully decode and comprehend passages beyond a controlled text environment.

"Applied skills with a fluency focus" provides students with guidance to apply all fluency and comprehension skills with progressively longer and more challenging literary and informational text.

WRS Part 10 Staircase of Text Complexity and Progression through WRS Scope and Sequence

Students are engaging in more complex text in Part 10 than their decoding abilities allow for, while also increasing the complexity of text as their decoding skills increase. As students progress in their decoding skills through the WRS curriculum (all 12 Steps), teachers carefully plan the text selection for Part 10. The WRS Level II training helps teachers determine what kind of text is being used in Part 10. This staircase of text complexity is briefly described below.

Steps 1 & 2

While in WRS Steps 1 and 2, teachers are directed to use literary text for listening comprehension work, establishing close reading habits, and beginning to talk about narrative story structure. Text is selected that is above the student's independent reading level in order to challenge students with higher level vocabulary and complex sentence structure and so comprehension strategies can be explicitly taught and practiced.

Steps 3 & 4

Listening comprehension continues with grade- and age-appropriate literary text. Informational text can be introduced beginning in Step 3. Wilson Academy provides weekly text passages written at two levels, an enriched and decodable level. Teachers continue to work with listening comprehension, but now also incorporate reading comprehension with passages that are still decodable but beyond a controlled text environment. Decodable text reading over time gets more and more challenging as students are able to apply increased decoding skills.

Steps 5 & 6

With the achievement of WRS Steps 5 and 6, literature selection can include short stories and other genre; teachers continue to teach story structure. With the fictional or narrative text selections, teachers can begin using interactive reading techniques (teacher and student taking turns reading out loud), as students are ready with their decoding skills.

Informational text provided on Wilson Academy (enriched and non-controlled decodable text passages) can be scaffolded for interactive and independent reading practice. As students are able, teachers can have them independently read the passage silently, then replay and retell, before reading orally. Teachers can also add additional informational texts of increasing complexity and directly teach text structures. This can be done with the use of graphic organizers.

Teachers can select additional decodable text considering length, interest, background knowledge, level of text font size, and qualitative and quantitative text measures.

Steps 7-9

Students moving into WRS Steps 7-9 should continue with listening comprehension work using literature and informational text and doing interactive and independent reading. Rather than always reading to students (listening comprehension), teachers can move to *interactive* and *independent reading* of literary texts or excerpts, as students are ready. Teachers progress with more advanced work on story structure and incorporate more and more independent reading.

The informational text work continues with interactive and independent reading. Teachers can consider having students read the Wilson Academy decodable text passage first, then read the associated enriched text passage or other sources on the topic. Teachers continue to teach text structures and utilize graphic organizers as appropriate.

Steps 10-12

Interactive and independent reading increases, including sustained silent reading as students have the vocabulary and decoding skills to complete independent reading with success. The goal, to get the student reading "independently at grade level, should be achieved. Informational text with a focus of textbook reading and textbook features is now something that can be addressed. Students need to know how to access things like glossaries, indexes, and understand features of textbooks like captions, headings, etc. Teachers explicitly teach about these textbook components.

Wilson Comprehension S.O.S.[™] Process (Close Reading)

When engaging in reading and discussing text, WRS teachers use a process called Wilson Comprehension S.O.S.[™] (Stop – Orient – Scaffold / Support).

The teacher reads and intermittently stops and interacts to support students' understanding of the text. It is intended to guide students' comprehension and to teach students through modeling and discussion. Some of the things teachers aim to accomplish through the Comprehension S.O.S. process are:

- Engagement of students in order to establish a deep understanding, rather than surface understanding, of content.
- Discussion and explanation of vocabulary, idioms, phrases, and word usage within content in a “natural” way with easy, smooth interaction.
- Demonstration of a “thinking while reading” process—showing students how to engage interactively with the text to make it “come alive.”
- Monitoring of understanding by stopping, checking, and showing students how to say, “Wait a minute, do I get this?” The goal is to do this with students to prepare them to do it on their own. They should become able to tell you exactly where they are confused and what they can “see” and not “see.”

Comprehension S.O.S.[™] Procedure at a Glance

- Reread and elicit discussion at appropriate interval
- Elicit and explain vocabulary using student-friendly definition, model thinking
- Create imagery, help student to picture story, *referring to wording of text*
- Draw pictorial representation of content *referring to wording of text (as needed)*
- Have student replay visualization and rehearse a retelling of the passage
- Have student retell story in detail and proper sequence, model as needed

This process engages students in rich and rigorous evidence-based conversations about text—the skill of close reading as outlined in the Common Core State Standards. Training in the Wilson Comprehension S.O.S.[™] process is provided to teachers in the Introductory Workshop, Wilson Level I Certification Training, and Level II Workshop. Wilson Academy provides additional support materials for teachers.

Correlation to Anchor Standards for Reading

Block 3 (Parts 9 and 10) of the WRS Lesson Plan and the process used by WRS teachers (Comprehension S.O.S.) allows teachers to develop students' skills to deeply engage with text. As described above (see *Part 10 Staircase of Text Complexity and Progress through WRS Scope and Sequence*), students are engaging in more complex text in Part 10 than their decoding abilities allow for, while also increasing the complexity of text as their decoding skills increase. This supports the College and Career Readiness Anchor Standards in Reading as follows:

Standard	WRS Lesson Plan Part	WRS Step
Anchor Standards Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Part 9 Part 10	Part 9: Steps 1, 2 4, 5, 6, 7, 8, 9, 10, 11 Part 10 Literature: Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Part 10 Informational Text: Steps 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Part 9 Part 10	Part 9: Steps 1, 2 4, 5, 6, 7, 8, 9, 10, 11 Part 10 Literature: Steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Part 10 Informational Text: Steps 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Part 10	Part 10 Literature and Informational Text: Steps 5, 6, 7, 8, 9, 10, 11, 12
Anchor Standards Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Part 10	Part 10 Literature and Informational Text: Steps 5, 6, 7, 8, 9, 10, 11, 12
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Part 10	Part 10 Literature and Informational Text: Steps 5, 6, 7, 8, 9, 10, 11, 12
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.	Part 10	Part 10 Literature and Informational Text: Steps 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Standard	WRS Lesson Plan Part	WRS Step
Anchor Standards Key Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	Part 10	Part 10 Literature and Informational Text: Steps 5, 6, 7, 8, 9, 10, 11, 12
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	Part 10	Part 10 Literature and Informational Text: Steps 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	Part 10	Part 10 Literature and Informational Text: Steps 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Anchor Standards Range of Reading and Level of Text Complexity		
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	Part 10	Part 10 Literature and Informational Text: Steps 10-12

WRS® 10-Part Lesson Plan Description

Wilson Reading System Daily 10-Part Lesson Plan

Teachers follow a 10-part lesson plan during **each** lesson. Parts 1-5 emphasize word study, Parts 6-8 emphasize spelling, and Parts 9-10 emphasize fluency and comprehension:

BLOCK 1: LESSON PLAN PARTS 1-5

30 Minutes Word Study: Phonemic Awareness, Decoding, Vocabulary, Single Word Accuracy/Automaticity, Phrasing/Prosody

BLOCK 2: LESSON PLAN PARTS 6-8

30 Minutes Spelling, High Frequency-Sight Word Instruction, Vocabulary, Proofreading

BLOCK 3: LESSON PLAN PARTS 9-10

30 Minutes Reading Fluency and Comprehension, Visualization, Oral Language Skills, Guided Reading, Vocabulary

WRS Lesson Plan Outline		Wilson Reading System®		
BLOCK	LESSON PART	LESSON ACTIVITY	TIME	BLOCK/PHASE
Word Study	1	Sound Cards Quick Drill 	MINUTES 1:10 2-3 GROUP 2-3	Phonemic Awareness Decoding Vocabulary Single Word Accuracy/ Automaticity Phrasing / Prosody
	2	Teach & Review Concepts for Reading 	MINUTES 1:10 5 GROUP 5	
	3	Word Cards 	MINUTES 1:10 3-5 GROUP 5-10	
	4	Wordlist Reading 	MINUTES 1:10 5 GROUP 5-10	
	5	Sentence Reading 	MINUTES 1:10 5 GROUP 5	
Spelling	6	Quick Drill in Reverse 	MINUTES 1:10 1-2 GROUP 2-3	Spelling Proofreading Vocabulary High Frequency / Sight Words
	7	Teach & Review Concepts for Spelling 	MINUTES 1:10 5 GROUP 5-10	
	8	Written Work Dictation (Sounds, Words, Sentences) 	MINUTES 1:10 15 GROUP 15-20	
Fluency / Comprehension	9	Controlled Text Passage Reading 	MINUTES 1:10 10-15 GROUP 10-15	Guided Reading Fluency Vocabulary Comprehension Visualization Oral Language Skills
	10	Listening Comprehension / Applied Skills 	MINUTES 1:10 15-30 GROUP 15-30	

Wilson Reading System® (WRS) Ten Part Lesson Plan Details

Block 1 | Decoding (Parts 1-5)

LESSON PLAN PART	Instructor Manual Citations	Materials
<p>PART 1 Sound Cards:</p> <p><i>The purpose of Part 1 is to establish quick and automatic letter naming and production of sounds for decoding.</i></p> <p>Every lesson starts with a quick drill of phonemes. This takes approximately 2-3 minutes. It includes the teacher showing a Sound Card and the student recognizing and naming the letter(s) and corresponding sound(s). Keywords are always used with vowels and as needed with other sounds.</p>	<p>TE 8, 16, 17, 32, 36, 38-39, 42, 44, 45, 48, 51, 53, 55, 57, 59, 63, 66, 68, 69, 70, 72,75, 76, 77, 79, 80, 82, 84, 86, 87, 90, 92,93 94, 98, 100, 102, 104, 106, 109, 111, 112, 113, 115, 118, 120, 122, 123, 124, 126,127, 130, 132, 134, 136, 138, 141, 143, 145, 147, 149, 152, 154, 156, 158, 160, 162</p>	<p>Sound Cards Steps 1-12</p> <p>Student Notebook</p>
<p>PART 2 Teach / Review Concepts for Reading</p> <p><i>The purpose of Part 2 is to teach word structure by presenting words in segmented form.</i></p> <p>Throughout the program, all concepts are taught with manipulation of sound, syllable and suffix cards. Every lesson involves this manipulation of cards to teach word structure being taught and to practice reading. Students are taught a sound tapping procedure to segment and blend sounds for reading. Teachers use questions for skill reinforcement and mastery.</p> <p>Instruction progresses from easier word analysis activities to more difficult. Steps 1 and 2 strongly emphasize phonological awareness with segmenting and blending of phonemes up to six sounds. Step 3 begins work with multisyllabic words combining closed syllables. Steps 4 and 5 introduce long vowels in syllables with the vowel-consonant-e and open syllables. These are combined with previously taught concepts in multisyllabic words. Step 6 introduces suffixes in unchanged basewords and the consonant-le words (such as dribble).</p> <p>Steps 1-6 exclude sound options and complex spelling rules in order to establish a solid foundation to build upon. Steps 7-12 present more complex rules of the language including sound options, spelling rules, and morphological principles.</p>	<p>TE 10, 11, 16, 17, 25, 26, 30, 33, 36, 39, 42, 44, 45, 48, 51, 53, 55, 57, 58, 59-60, 63-64, 66, 68, 69, 70, 72-73, 75, 76, 77, 79, 80, 82, 84, 86, 87, 90, 92, 93, 94, 98, 100, 102, 104, 106, 109, 111, 112, 113, 115, 118, 120, 122, 123, 124, 126,127, 130, 132, 134, 136, 138, 141, 143, 145, 147, 149, 152, 154, 156, 158, 160, 162</p>	<p>Sound Cards Steps 1-12</p> <p>Syllable Cards Steps 1-12</p> <p>Student Notebook</p> <p>Teachers also refer to Rules Notebook Student Readers Steps 1-12 and Dictation Books Steps 1-6, 7-12 for planning lessons.</p>
<p>PART 3 Word Cards</p> <p><i>The purpose of Part 3 is to apply understanding of word structure with word examples presented as a whole rather than in parts, to establish automaticity with single word decoding and high frequency and irregular sight words, and build vocabulary.</i></p> <p>Skills learned in Part 2 of the lesson are applied to reading single words on flashcards. Review words are included in</p>	<p>TE 11, 13, 16, 18, 25, 28-29, 33, 36, 39, 42, 44, 45, 49, 51, 53, 55, 57, 61, 64, 67, 68, 69, 70, 73, 75, 76, 77, 81, 83, 84, 86, 88, 90, 92, 93, 95, 98, 101, 102, 104, 106, 109, 111, 112, 114, 115, 118, 120, 122, 123, 124, 126, 127, 130, 133, 135, 137, 138, 141, 143, 146,</p>	<p>Word Cards Steps 1-12</p> <p>Teachers also refer to Rules Notebook, Student Readers Steps 1-12, and Dictation Books</p>

LESSON PLAN PART	Instructor Manual Citations	Materials
<p>the stack of cards presented. Students apply strategies to decode words with accuracy and automaticity.</p> <p>High Frequency Sight Words are memorized using motor memory and tracing techniques. The sight word is then added to a flashcard and included in Part 3. Students create a sight word dictionary in their Wilson Student Notebook.</p> <p>Several words per step are selected to target for explicit vocabulary instruction including introducing the word, presenting a student-friendly definition, illustrating the word with examples and checking the students' understanding. Students maintain a personalized vocabulary dictionary in their Wilson Student Notebook. Teacher includes the vocabulary word in stack of flash cards and stops to discuss meaning when encountered.</p>	<p>147, 149, 153, 154, 157, 158, 160, 163</p>	<p>Steps 1-6, 7-12 for lesson planning.</p>
<p>PART 4 Wordlist Reading</p> <p><i>The purpose of Part 4 is to determine independent application and proficiency of single word decoding skills.</i></p> <p>Skills are applied to the reading of single words on a controlled wordlist in the Student Reader containing only those elements of word structure taught thus far.</p> <p>Formative Assessment is built into Part 4 of the lesson to determine a student's independent application of the decoding skills. Students' progress is charted at each substep and performance is recorded on a bar graph, which demonstrates the students' progress over time. Charting allows students to visually track their progress, apply what they learn, and break habits of guessing. Students are motivated by their progress and by their daily success. Teachers develop the subsequent lesson plan based upon the students' understanding as well the progress made with skill development. Charting is also used to determine progression to the next substep,</p> <p>Fluency drills can be included in Part 4 to help develop a student's word automaticity. Fluency Drills are available on Wilson Academy and Wilson Fluency / Basic.</p>	<p>TE 16, 19, 33, 36, 39, 42, 44, 45, 49, 51, 53, 55, 57, 61, 64, 67, 68, 69, 70, 73, 75, 76, 77, 81, 83, 84, 86, 88, 90, 92, 93, 95, 98, 101, 102, 104, 106, 109, 111, 112, 114, 115, 118, 120, 122, 123, 124, 126, 127, 130, 133, 135, 137, 138, 141, 143, 146, 147, 149, 153, 154, 157, 158, 160, 163;</p>	<p>Student Readers Step 1-12</p> <p>Supplemental Material for word automaticity practice provided on WilsonAcademy.com and in the Wilson Fluency®/Basic Kit.</p>
<p>PART 5 Sentence Reading</p> <p><i>The purpose of Part 5 is to provide the opportunity to practice skills within context and reinforce reading with fluency, expression, and for meaning.</i></p> <p>Word attack skills are applied to reading within sentences. All sentences contain only the elements of word structure taught thus far. Fluency and prosody is modeled and practiced. Phrases are scooped and read out loud. Reading for meaning is essential. Sentences must be read for meaning.</p>	<p>TE: 16, 20, 33, 36, 39, 42, 44, 45, 49, 52, 53, 55, 57, 61, 64, 67, 68, 69, 70, 73, 75, 76, 77, 81, 83, 84, 86, 88, 91, 92, 93, 95, 98, 101, 102, 104, 106, 109, 111, 112, 114, 115, 118, 120, 122, 123, 124, 126, 127, 131, 133, 135, 137, 138, 141, 144, 146, 147, 149, 153, 154, 157, 158, 160, 163</p>	<p>Student Readers Steps 1-12</p>

Block 2 | Encoding (Parts 6-8)

LESSON PLAN PART	Instructor Manual Citations	Materials
<p>PART 6 Quick Drill (in reverse)</p> <p><i>The purpose of Part 6 is to establish a quick and automatic association of sounds to letter(s) for spelling.</i></p> <p>Every lesson includes a quick, 1-2 minute, phoneme drill with the teacher saying a sound and the student identifying the corresponding letter(s). This drill reinforces letter-sound relationship. Letter formation and handwriting is taught as needed.</p>	<p>TE: 16, 21, 33-34, 37, 39, 42, 44, 45, 49, 52, 54, 55, 57, 61, 64, 67, 68, 69, 70, 73-74, 75, 76, 77, 81, 83, 84, 86, 88, 91, 92, 93, 95, 98, 101, 102, 104, 106, 109, 111, 112, 114, 115, 118, 120, 122, 123, 124, 126, 127, 131, 133, 135, 137, 138, 142, 144, 146, 147, 149, 153, 154, 157, 159, 160, 163</p>	<p>Sound Cards Display</p> <p>Student Magnetic Journal and Tiles</p> <p>Student Notebook</p> <p>Teachers also refer to Rules Notebook and Dictation Books Steps 1-6, 7-12 for lesson planning.</p>
<p>PART 7 Teach / Review Concepts for Spelling</p> <p><i>The purpose of Part 7 is to establish a process to spell words by breaking them into parts (sounds, syllables, suffixes).</i></p> <p>Initially, the student spells words with phoneme tiles and blank tiles. Students apply the finger tapping procedure to segment sounds for spelling. When students begin spelling words with more than one syllable (beginning in Step 3), the focus shifts from phonemic segmentation to syllabic segmentation and students use Syllable and Suffix Cards. Students spell words using the tiles to sequence sounds, syllables and word parts.</p> <p>Dictionary skills and using an electronic spell checker are employed to verify spelling.</p> <p>Gross motor memory, with skywriting, and tactile motor memory, with finger writing on desk-top, are used to help students spell high frequency and irregular words.</p>	<p>TE: 16, 21, 34, 37, 40, 43, 44, 45-46, 49-50, 52, 54, 55-56, 57, 61-62, 64-65, 67, 68, 69, 70, 74, 75, 76, 77, 81, 83, 85, 86, 88, 91, 92, 93, 95, 99, 101, 103, 105, 107, 109, 111, 112, 114, 116, 119, 120, 122, 123, 124-125, 126, 127, 131, 133, 135, 137, 139, 142, 144, 146, 148, 150, 153, 155, 157, 159, 161, 163</p>	<p>Sound Cards Display</p> <p>Student Magnetic Journal and Tiles</p> <p>Syllable and Suffix Cards</p> <p>Student Notebook</p> <p>Teachers also refer to Rules Notebook and Dictation Books Steps 1-6, 7-12 for lesson planning.</p>
<p>PART 8 Written Work</p> <p><i>The purpose of Part 8 is to develop independent spelling and proofreading skills.</i></p> <p>Sounds, single words and sentence dictations are included. The teacher dictates sounds, words and sentences that are controlled; they only contain the word structure elements directly taught thus far. The student repeats the dictation prior to writing. Sounds and words are spelled orally before they are written. Students reinforce their understanding of word structure by marking up the word and sentences.</p> <p>A formal procedure is followed for independent sentence proofreading. Dictionary skills and using a electronic spell checker are employed to verify spelling.</p>	<p>TE: 16, 22, 34, 37, 40, 43, 44, 46, 50, 52, 54, 56, 57, 62, 65, 67, 68, 69, 70, 74, 75, 76, 78, 81, 83, 85, 86, 88, 91, 92, 93, 95, 99, 101, 103, 105, 107, 110, 111, 112, 114, 116, 119, 121, 122, 123, 125, 126, 128, 131, 133, 135, 137, 139, 142, 144, 146, 148, 150, 153, 155, 157, 159, 161, 163</p>	<p>Pen and paper</p> <p>Student Notebook</p> <p>Teachers also refer to Rules Notebook and Dictation Books Steps 1-6, 7-12 for lesson planning.</p>

Block 3 | Fluency and Comprehension (Parts 9-10)

LESSON PLAN PART	Instructor Manual Citations	Materials
<p>PART 9 Passage Reading</p> <p><i>The purpose of Part 9 is to develop comprehension using visualization, develop oral expressive language skills, and increase student's automaticity of application and reading fluency with controlled text.</i></p> <p>The student silently reads a short, controlled passage containing only the studied word elements. The process includes; the student reading the title and discussing it. Words that seem challenging are briefly discussed for meaning. The passage is read silently, using penciling technique. The student retells the passage in his own words linked to visualization of the passage. If the retelling is "fuzzy" or incomplete, the story and help students to "pull it apart" and clarify the picture or movie. Teachers model retelling as necessary. Questions are used to help students be specific about the "picture" in their mind. Once comprehension is established, the student reads orally. Fluency and expression is emphasized during the oral reading.</p> <p>Fluency drills can be included in Part 9 to help develop a student's independent reading of connected text with ease, expression, and meaning. Fluency Drills are available on Wilson Academy and Wilson Fluency / Basic.</p>	<p>TE: 16,23, 35, 37, 40, 43, 44, 46, 50, 52, 54, 56, 57, 62, 65, 67, 68, 69, 70, 74, 75, 76, 78, 81, 83, 85, 86, 88, 91, 92, 93, 95, 99, 101, 103, 105, 107, 110, 111, 112, 114, 116, 119, 121, 122, 123, 125, 126, 128, 131, 133, 135, 137, 139, 142, 144, 146, 148, 150, 153, 155, 157, 159, 161, 163;</p>	<p>Student Readers Steps 1-12</p> <p>Supplemental Material for decoding and fluency practice provided in the Wilson Fluency®/Basic Kit.</p>
<p>PART 10 Listening Comprehension / Applied Skills</p> <p><i>The purpose of Part 10- Listening Comprehension is to develop enjoyment, increase vocabulary / background schema, develop auditory processing of language, expose students to more complex syntax structure, and increase oral expressive ability. This lesson activity allows the opportunity to develop comprehension of literature and informational text at a higher level than accessible to the students at their independent reading levels.</i></p> <p><i>The purpose of Part 10-Applied Skills with an Accuracy Focus is to provide students with guided application of emerging decoding skills and context clues to successfully decode and comprehend passages beyond a controlled text environment. Applied Skills with a Fluency Focus provides students with guidance to apply all fluency and comprehension skills with progressively longer and more challenging literary and informational text.</i></p>	<p>TE: 16, 24, 35, 37, 40, 43, 44, 46, 50, 52, 54, 56, 57, 62, 65, 67, 68, 69, 70, 74, 75, 76, 78, 81, 83, 85, 86, 88, 91, 92, 93, 95, 99, 101, 103, 105, 107, 110, 111, 112, 114, 116, 119, 121, 122, 123, 125, 126, 128, 131, 133, 135, 137, 139, 142, 144, 146, 148, 150, 153, 155, 157, 159</p> <p>(Additional guidelines are provided in training and via Wilson Academy.)</p>	<p>Appropriate grade-level text for listening comprehension. Appropriate independent reading text for reading comprehension. (Guidelines provided on Wilson Academy.)</p> <p>Wilson Academy and the Wilson Fluency®/Basic Kit provide enriched and non-controlled text passages.</p>

LESSON PLAN PART	Instructor Manual Citations	Materials
<p><i>(Part 10 continued)</i></p> <p>When engaging in reading and discussing text, WRS teachers use a process called Wilson Comprehension S.O.S.™ (Stop – Orient – Scaffold / Support). The teacher reads and intermittently stops and interacts to support the students’ understanding of the text. It is intended to guide students’ comprehension and to teach students through modeling and discussion. The goals of the Comprehension S.O.S. process are:</p> <ul style="list-style-type: none"> • Engagement of students in order to establish a deep understanding, rather than surface understanding, of content. • Discussion and explanation of vocabulary (including academic), idioms, phrases, and word usage within content in a “natural” way with easy, smooth interaction. • Demonstration of a “thinking while reading” process—showing students how to engage interactively with the text to make it “come alive.” • Monitoring of understanding by stopping, checking, and showing students how to say, “Wait a minute, do I get this?” The goal is to do this with students to prepare them to do it on their own. They should become able to tell you exactly where they are confused and what they can “see” and not “see.” <p>Comprehension S.O.S.™ Procedure at a Glance</p> <ul style="list-style-type: none"> • Reread and elicit discussion at appropriate interval • Elicit and explain vocabulary using student-friendly definition, model thinking • Create imagery, help student to picture story, <i>referring to wording of text</i> • Draw pictorial representation of content <i>referring to wording of text</i> (as needed) • Have student replay visualization and rehearse a retelling of the passage • Have student retell story in detail and proper sequence, model as needed <p>This process engages students in rich and rigorous evidence based conversations about text; the skill of close reading.</p>		