

WILSON Reading System®

4th Edition



Materials Information

WILSON
LANGUAGE TRAINING®

Wilson Language Training Corporation

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Fourth Edition **WILSON** Reading System®

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

Wilson Reading System® 4th Edition

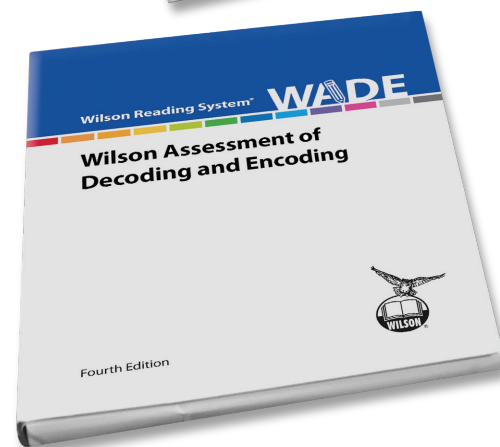
The WRS 4th Edition has been updated extensively. With this edition, we have ensured that the teacher and student resources now incorporate all the research-based best practices that have been a part of our teacher professional learning courses for many years.

Program Highlights:

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



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





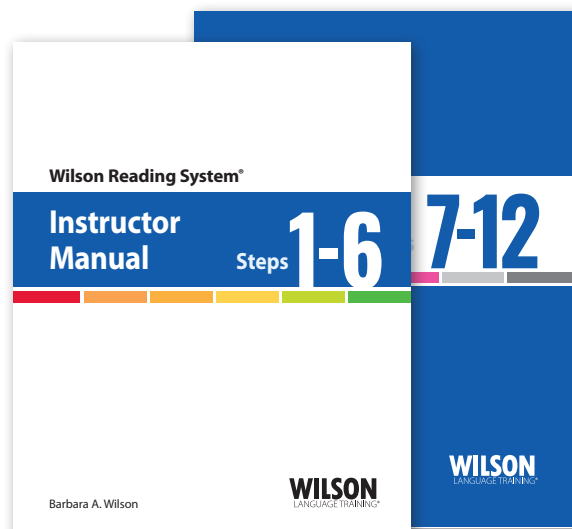
Wilson Reading System® Instructor Manuals

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

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

Each Instructor Manual includes the following sections:

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



Step 2

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

- Identify welded sounds for the graphemes:
ang, ing, ong, ung, ank, ink, onk, unk, 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

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

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

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

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

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 | ong | onk |
| t | u | v | w | x | y | 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 | -dres- | -gress- | -mand- | -mit- | -pel- | -press- | -rupt- | |
| | -sent- | -sist- | -stant- | -sult- | -tend- | -tent- | -vent- | |
| 2.5 | -duct- | -dict- | -fect- | -fect- | -dict- | -ject- | | |
| | -lect- | -pact- | -rect- | -sect- | -spect- | -struct- | | |
| | -tact- | -tract- | -vict- | | | | | |

Teacher Materials Needed

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

Student Materials Needed

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

Supplemental Materials

- Word Element Detective Workbook (Steps 1-6)
- Student Workbook Step 2 (Steps 1-6)
- 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**.

WILSON INSTRUCTOR MANUAL 153

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

Substep 2.1

Word Study

What to Teach

eng eng eng
ink ink ink
ink ink ink

- Reading and writing letters
- Letters and words used in a sentence
- Identifying a syllable
- Differentiating a word

FFY **ff** **ff**
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1 • SOUND QUICK DRILL

Do all previously taught vowel Letter-Sound Cards. Have the student say letter-voiced sound and then previously taught consonants and add the letter. Do this by having the student say letter-sound, using keywords as needed.

Students learn the following letter combinations (ff):

eng eng eng ink ink ink

eng eng eng ink ink ink

eng eng eng ink ink ink

eng eng eng ink ink ink

eng eng eng ink ink ink

eng eng eng ink ink ink

Block 2 Spelling (Lesson Plan Parts 6-8)

[illegible]

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

Comprehension & Fluency Block 3 | Instruction

Parts 9 & 10 Overview

Parts 9 & 10 Overview

This section will address:

Instructional Focus

Instructional Prompts for
Parts 9 and 10

The previous Orientation section provided you with background for your instruction. This section now presents more details for your Block 3 implementation. 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 levels of practiced levels of difficulty.

The **WMS Lesson Plan** shown here includes all 8 Blocks of World Study Parts 1-10, including Parts 8, 9, and Comprehension Fluency Parts 9 and 10. Our focus now is on the “how to” of Block 3, how to prepare, how to plan, and how to teach. We’ll walk you to the Parts 9 and 10 sections of the Lesson Plan shown and also to other Lesson Plan options, especially for Part 10.

The diagram illustrates the **WMS Lesson Plan** structure. It begins with **Orientation**, which leads to **Parts 1-10**. The plan is divided into two main sections: **Parts 1-8** and **Parts 9-10**. **Parts 1-8** include **Parts 1-4** and **Parts 5-8**. **Parts 9-10** include **Parts 9** and **Parts 10**. The plan also includes **Instructional Focus** and **Instructional Prompts** for **Parts 9 and 10**. The plan is designed to be flexible, with options for **Instructional Focus** and **Instructional Prompts** for **Parts 9 and 10**. The plan is designed to be flexible, with options for **Instructional Focus** and **Instructional Prompts** for **Parts 9 and 10**.

INSTRUCTIONAL TACKS

Just as Block 1 provides a one-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.

- **Literating Comprehension**
- **Interactive Oral Reading**
- **Self-Selected Silent Reading**
- **Oral Fluency – Repeated Reading**

| Task | Description | Type of Text and Lesson Part | Checkmark |
|--|--|---------------------------------|-----------|
| Literating Comprehension | You need to students and facilitate collaborative discussions, during Comprehension 1.2.5 and 1.2.6 and using deeper words. | Excerpted Text | ✓ |
| Interactive Oral Reading | You need to students read portions of text, or students read all of the text with you. You need to ensure that they have sufficient support to be able to read the text with you. In this task, if a text has been found to be of “reading” time, you need to ensure that they are able to read the text with you. You need to ensure that they are able to read the text with you. You need to ensure that they are able to read the text with you. | Non-contextualized Reading Text | ✓ |
| Self-Selected Silent Reading | You need to students read portions of text, or students read all of the text with you. You need to ensure that they have sufficient support to be able to read the text with you. In this task, if a text has been found to be of “reading” time, you need to ensure that they are able to read the text with you. You need to ensure that they are able to read the text with you. | Contextualized Reading Text | ✓ |
| Oral Fluency – Repeated Reading | You need to students read portions of text, or students read all of the text with you. You need to ensure that they have sufficient support to be able to read the text with you. In this task, if a text has been found to be of “reading” time, you need to ensure that they are able to read the text with you. You need to ensure that they are able to read the text with you. | Contextualized Reading Text | ✓ |

WMS Lesson Plan Overview

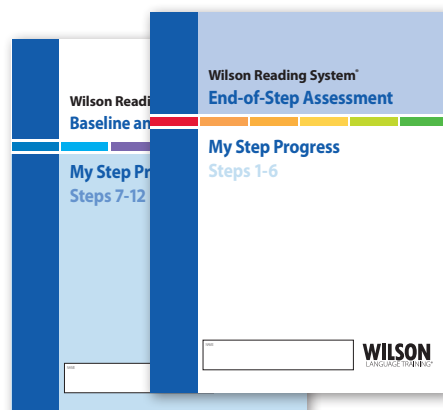
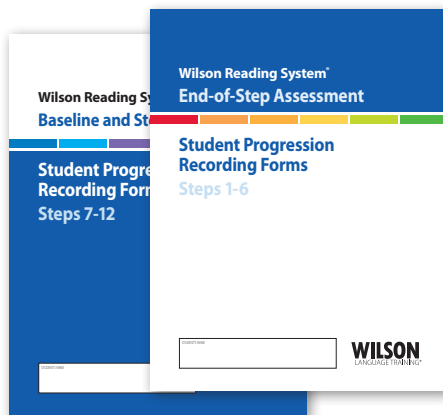
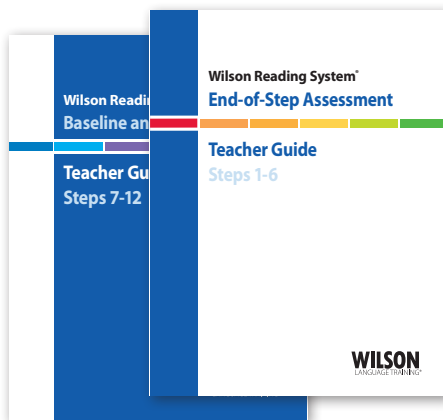
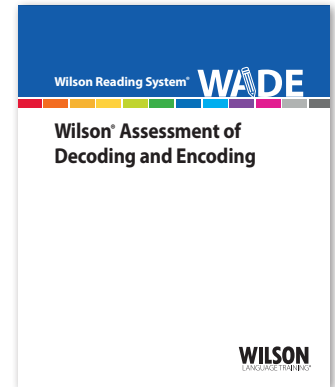
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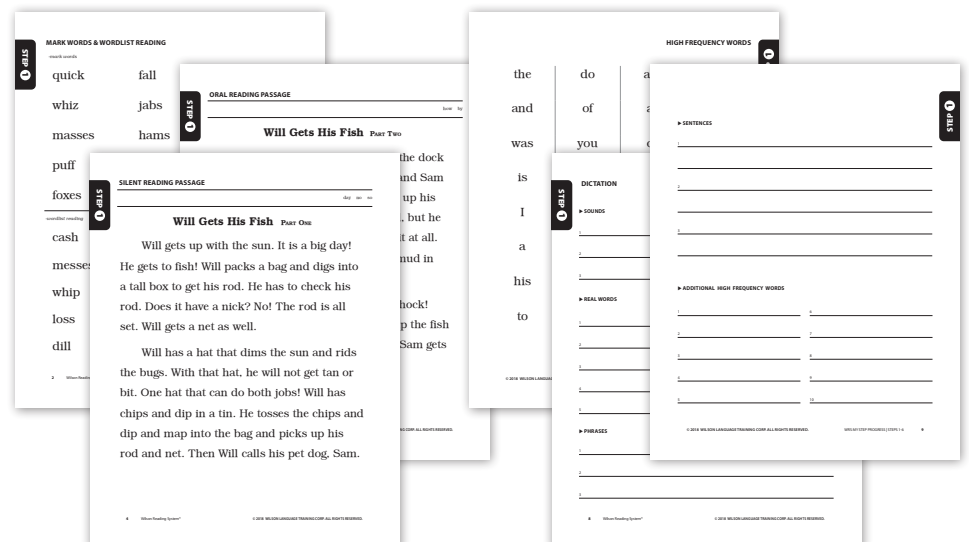
WMS Lesson Plan Overview 42

Wilson Reading System® Assessment and Progress Monitoring Materials

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

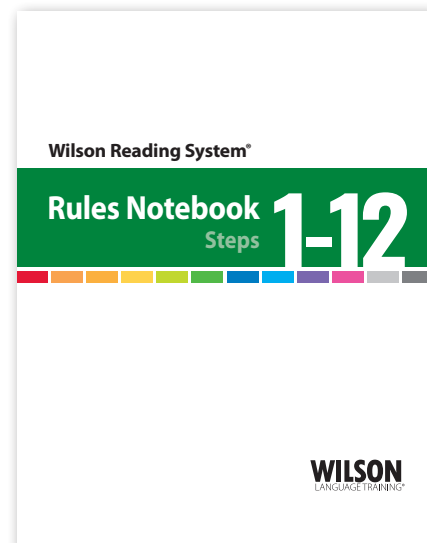


The **End-of-Step Assessment Set (Steps 1-6)** and **Baseline and Step Assessment Set (Steps 7-12)** provide materials to conduct the end-of-step assessments. The purpose of the assessments is to determine a student's mastery and understanding of the concepts taught in the specific Step and identify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



Wilson Reading System® Rules Notebook

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



Vowels

| Vowel-Consonant-e Syllables | | |
|-----------------------------|--------------|--------|
| a-e | - safe - /ā/ | (4.1) |
| e-e | - Pete - /ē/ | (4.1) |
| i-e | - pine - /ī/ | (4.1) |
| o-e | - cone - /ō/ | (4.1) |
| u-e | - mule - /ū/ | (4.1) |
| | - rule - /i/ | (4.1) |
| y-e | - type - /i/ | (11.1) |

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

NOTE: Vowels in unstressed open syllables are often a *schwa*.

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JOBS OF SILENT E:

- Vowel-consonant-e words (4.1)
- End a word, following the letter **v** (4.4)
- To distinguish from a plural (e.g., **dense**) (4.4)
- The vowel in a consonant-le syllable (6.4)
- Change letters **g** and **c** to soft sound (7.1)

SOUNDS

Common Bases

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

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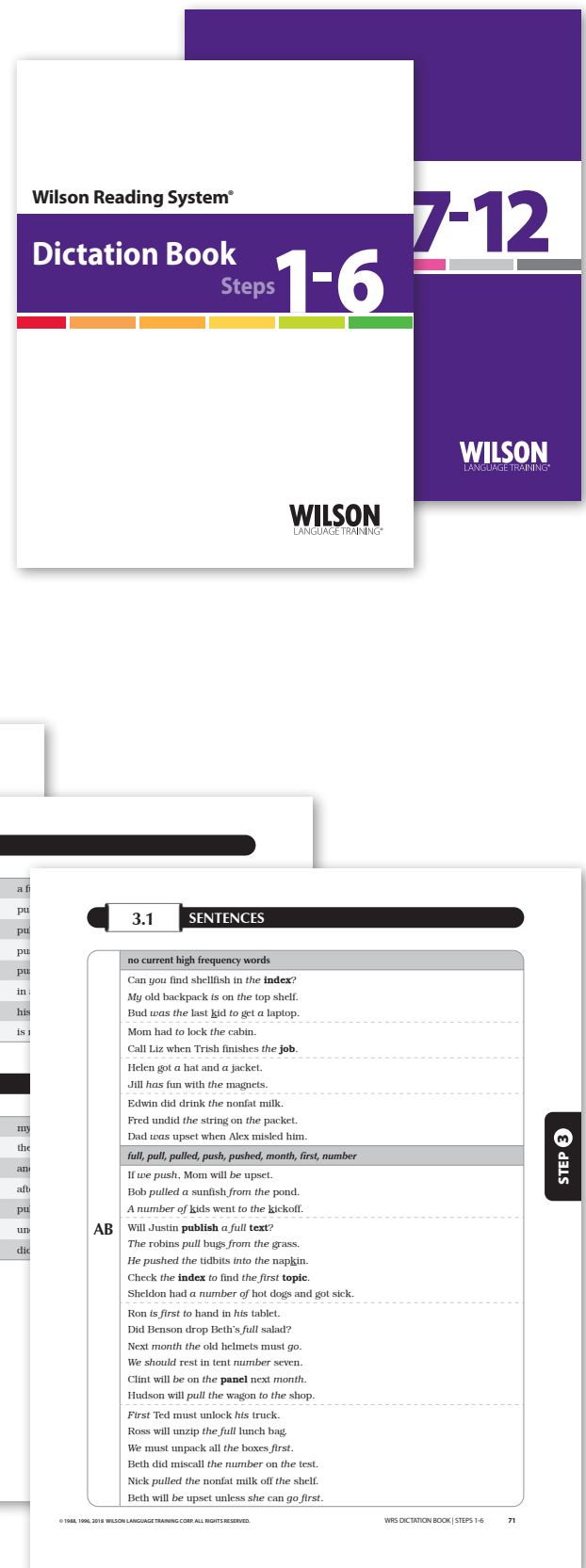
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WORD ELEMENTS

Wilson Reading System® Dictation Books

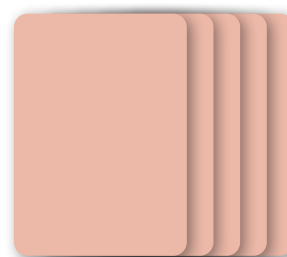
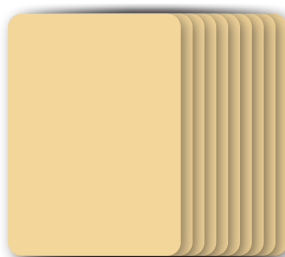
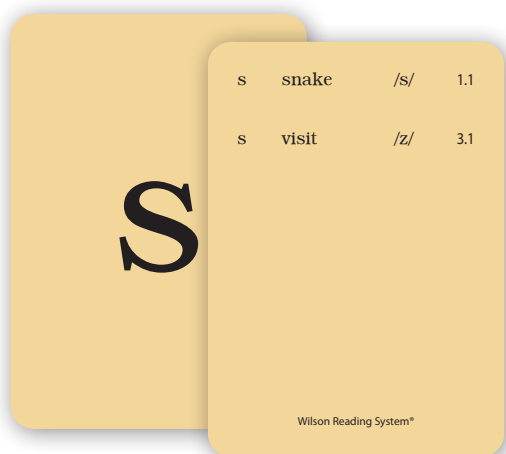
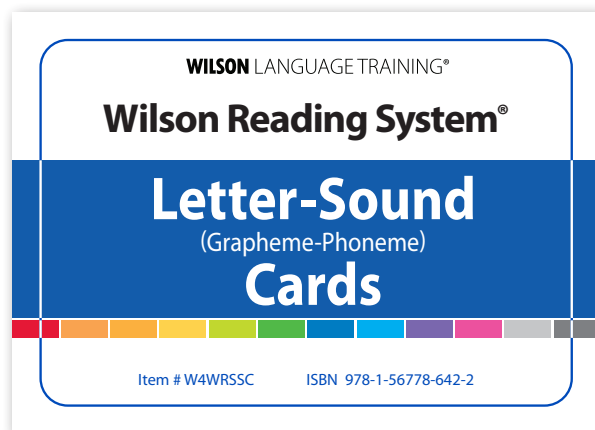
The **Dictation Books** provide content for lesson planning to reflect 4th edition updates. For each Step in the program, all content is arranged by “type” (sounds, word elements, high frequency words, phonetic words, phrases, and sentences) instead of by substep, making for easier lesson planning. The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



Sample pages from Dictation Book Steps 1-6

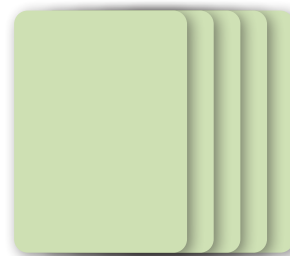
Wilson Reading System® Letter-Sound Cards

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



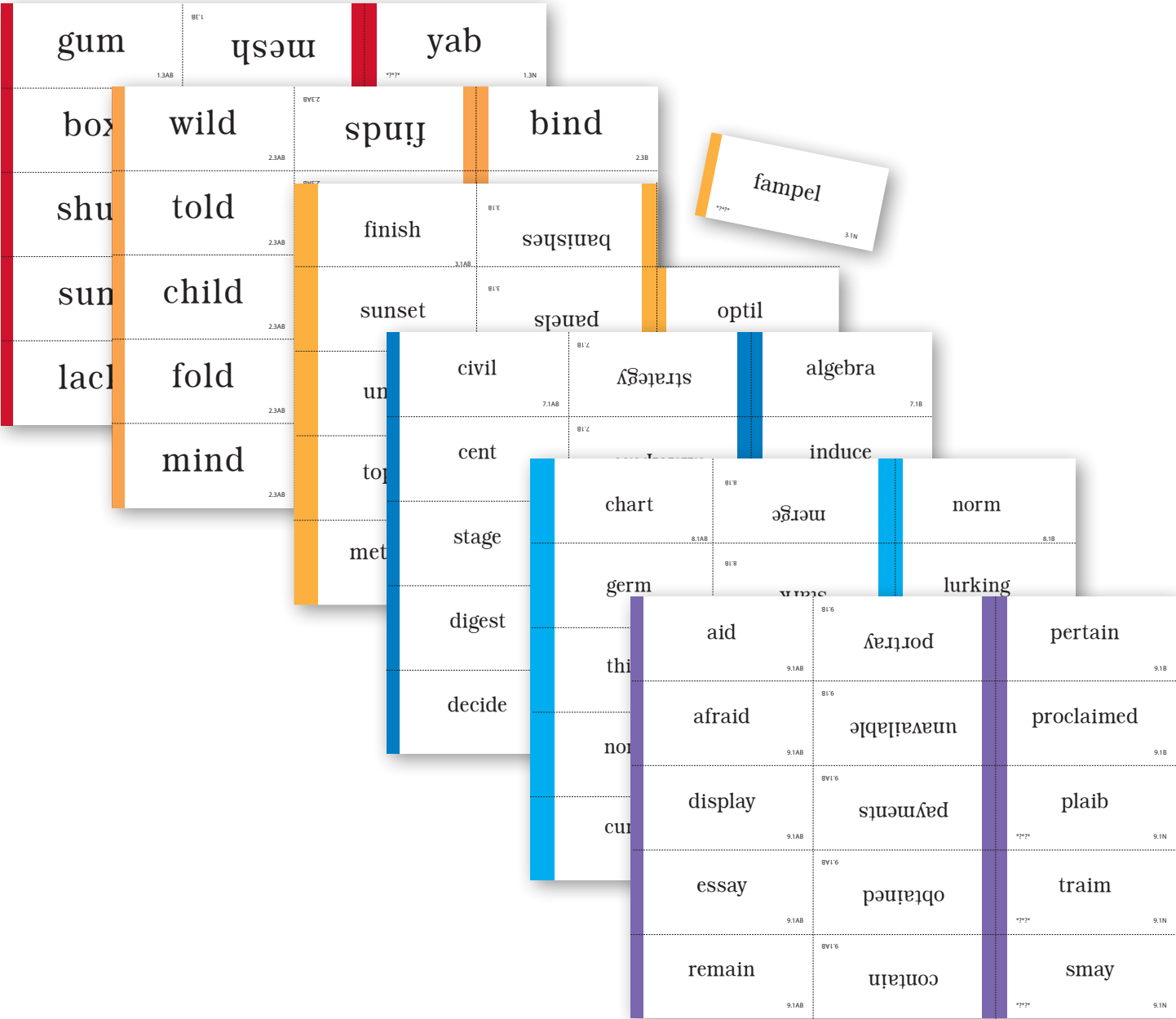
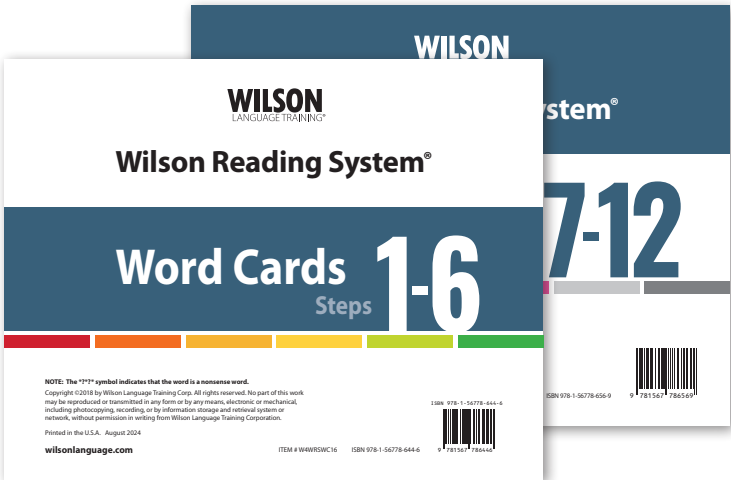
Laminated Blank Cards

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



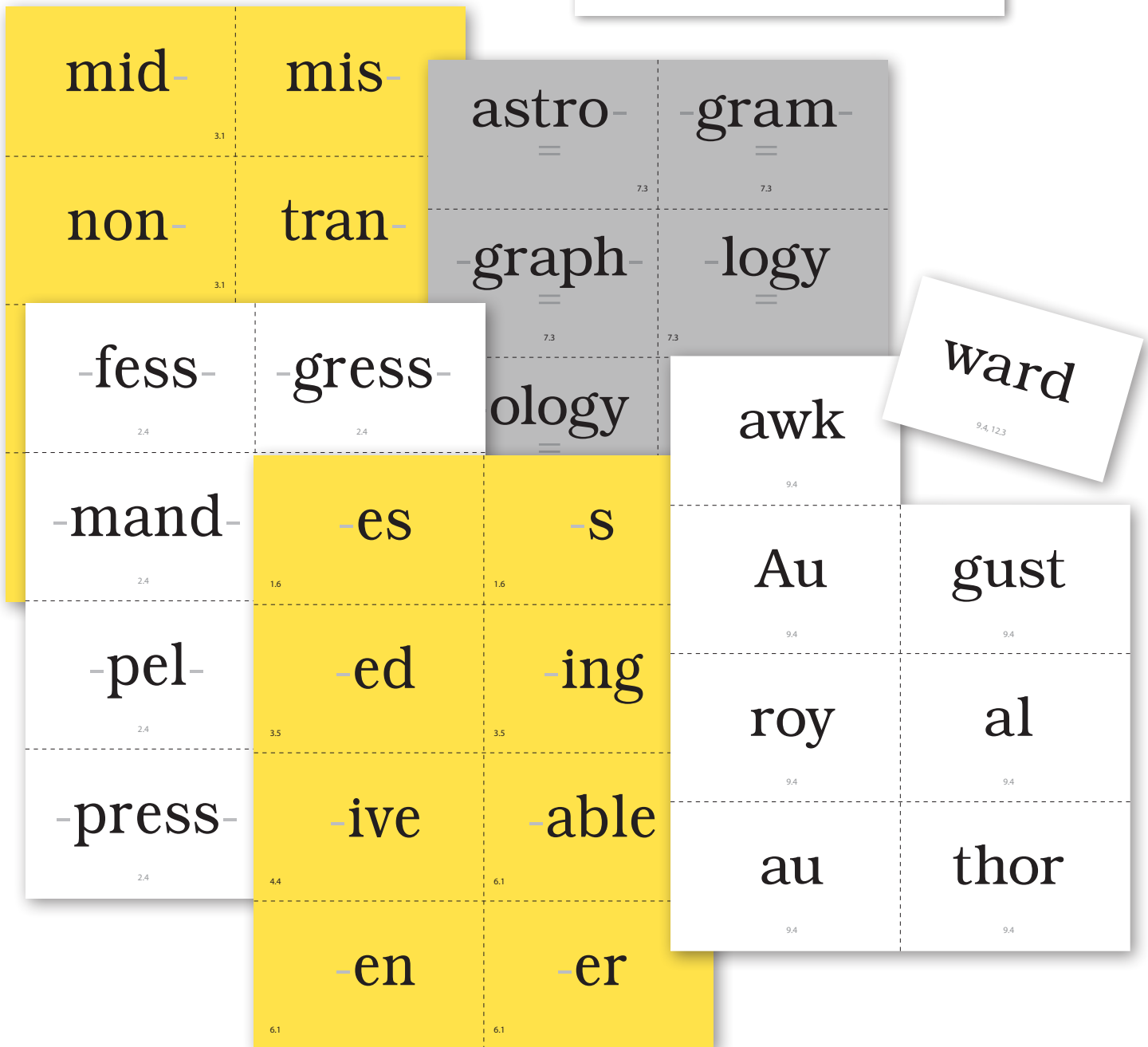
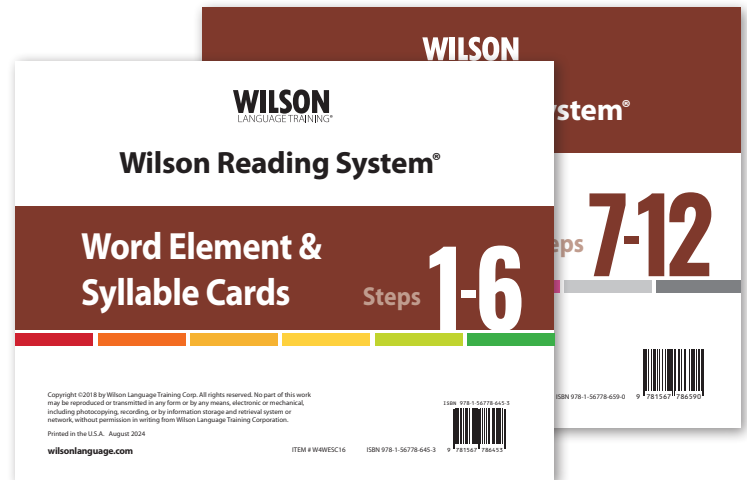
Wilson Reading System® Word Cards

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



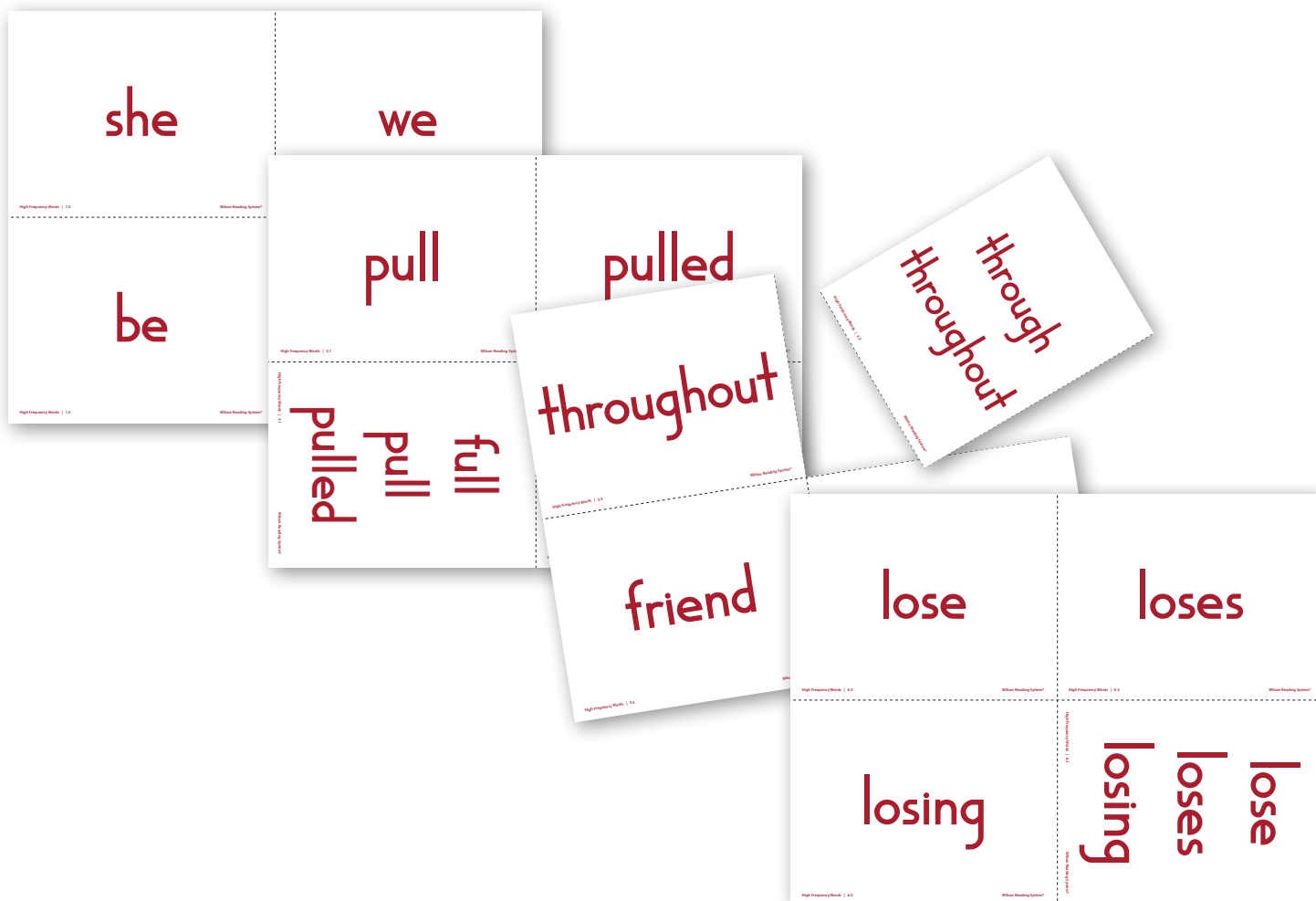
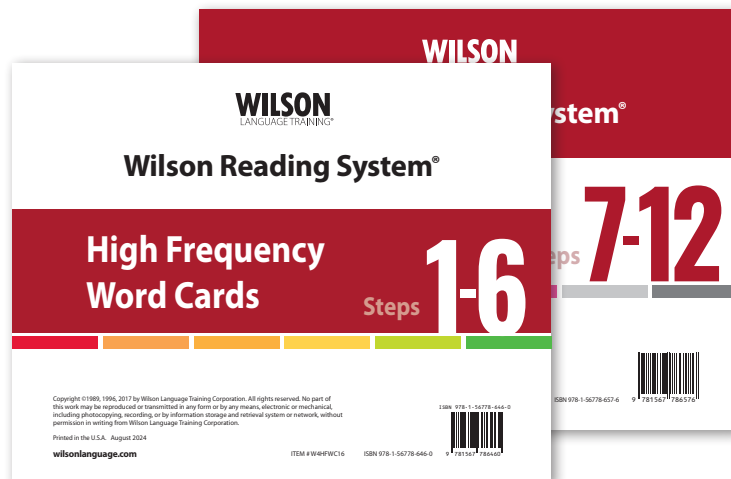
Wilson Reading System® Word Element & Syllable Cards

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



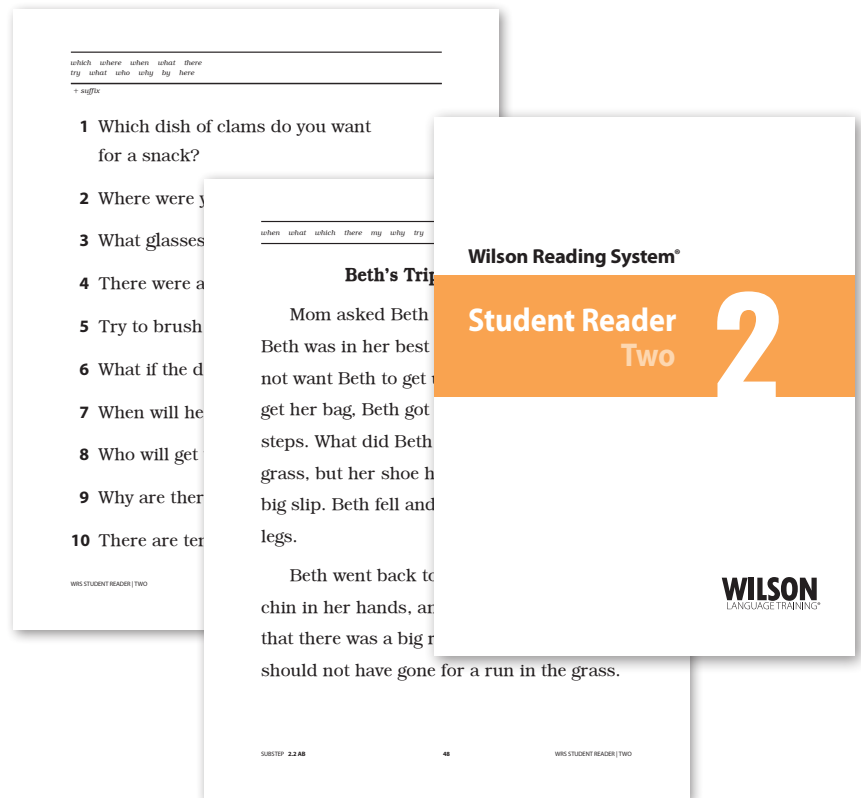
Wilson Reading System® High Frequency Word Cards

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



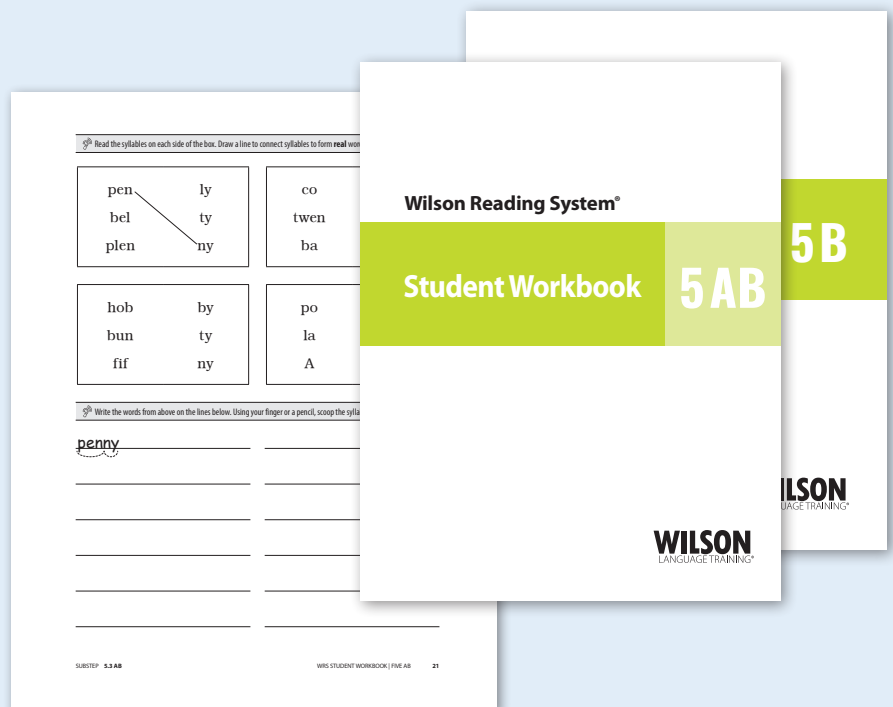
Wilson Reading System® Student Readers

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 100-200 words in Steps 1-6 and 200-250 in Steps 7-12.



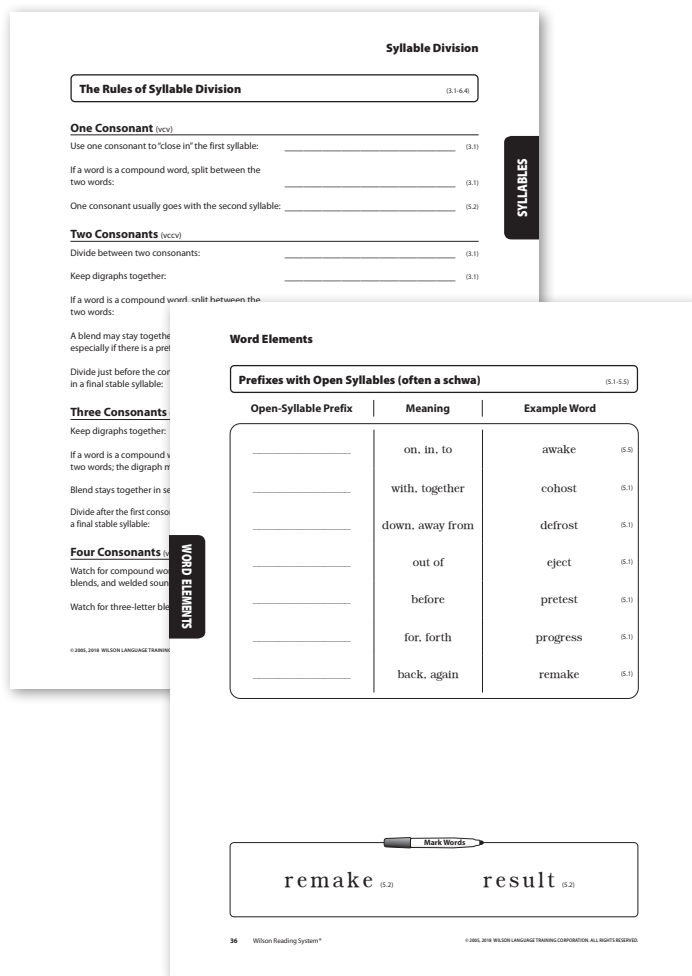
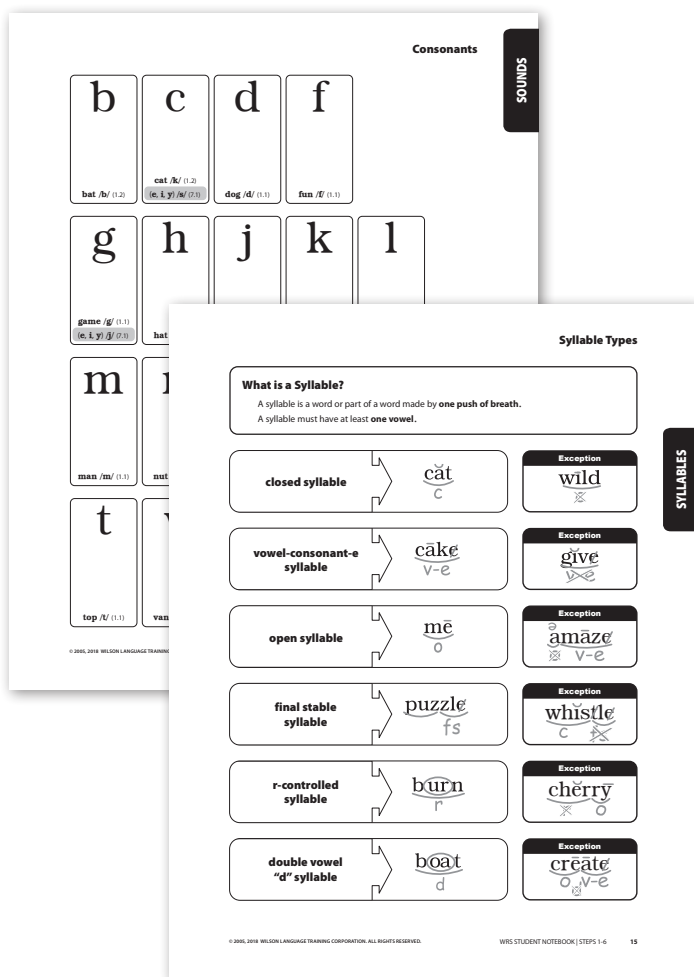
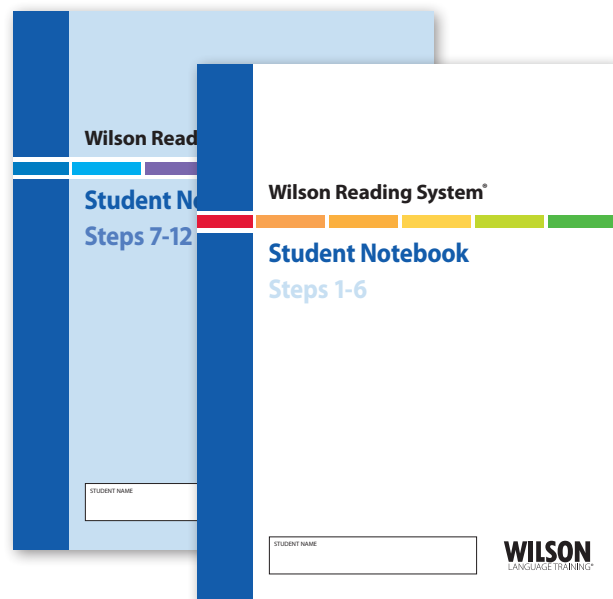
Wilson Reading System® Student Workbooks (consumable)

The Wilson Reading System® (WRS) **Student Workbooks** are a resource created to supplement Wilson Reading System lessons. The Student Workbooks are available for Steps 1-12 at vocabulary levels AB and B. The workbooks provide independent practice for students to reinforce skills and concepts taught during the WRS lesson. The content has been revised to align with Wilson Reading System 4th Edition.



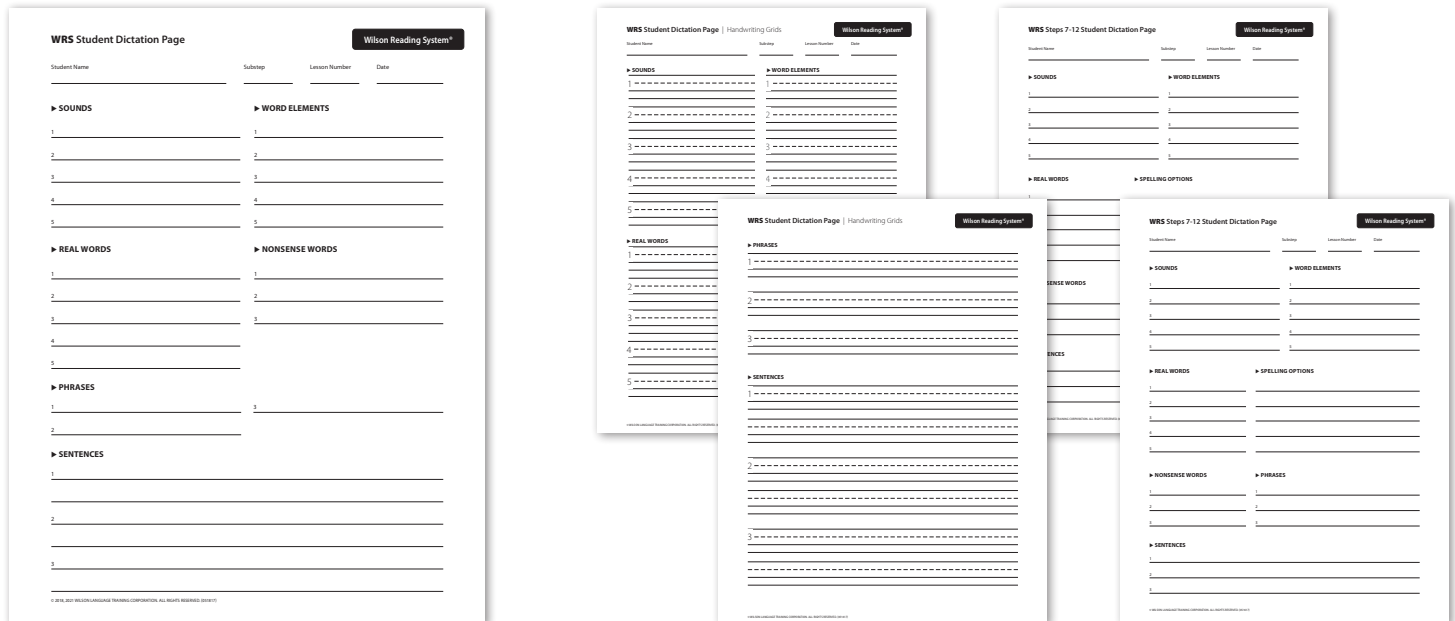
Wilson Reading System® Student Notebooks (consumable)

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.



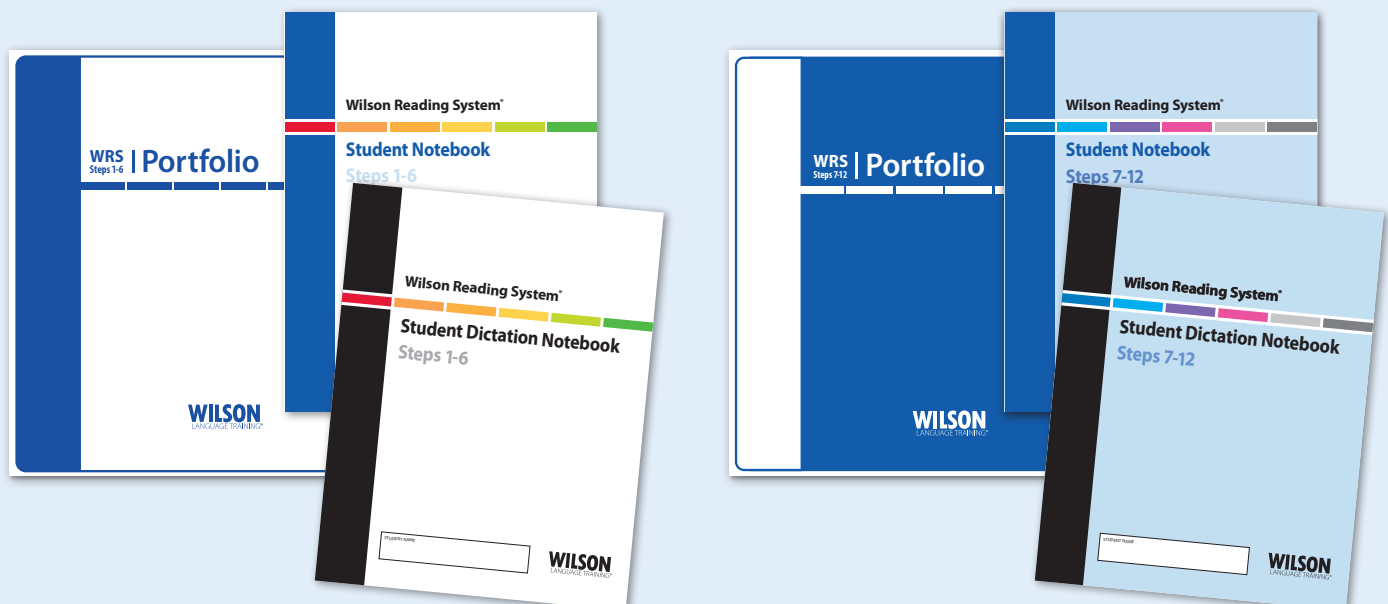
Wilson Reading System® Student Dictation Notebook (*consumable*)

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

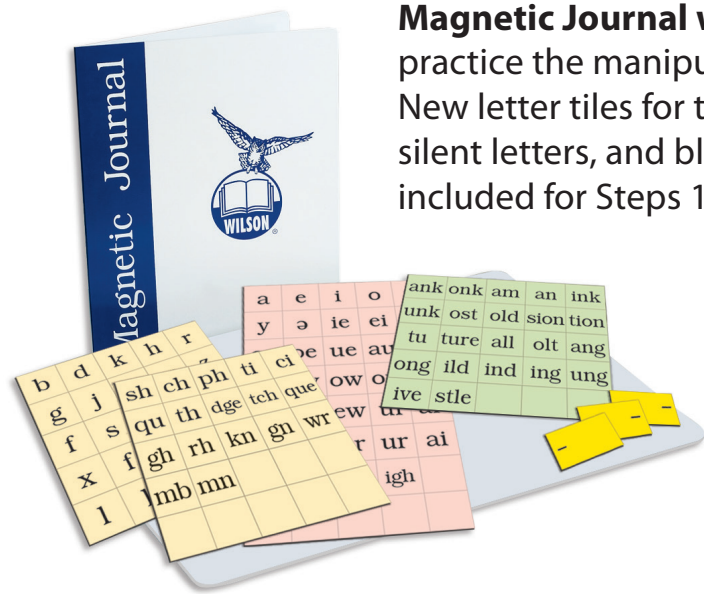


Wilson Reading System® Student Portfolio (*consumable*)

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



Wilson Reading System® Magnetic Journal with Letter Tiles



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



WILSON Reading System®

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

WRS Introductory Set (Steps 1-6)*



WRS Advanced Set (Steps 7-12)*



WRS Advanced Set Plus (Steps 7-12)

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

*Items are also sold separately.

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