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).
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

In Step 2, you will continue to work with short vowels. Students will learn how to blend and segment four sounds: three vowel sounds, one sound 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, student 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 usually recognize closed syllables. The students should know that if a syllable is closed, then the vowel sound is short. Thus, for example, students have been making and spelling long vowels and short sounds. Together, three sounds have two elements, but the base word by themselves have 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-, -pist-, -vict- (victory, judge, success) or -es- (contract, passage). These alike variation words, although 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 in a word (diet, break), as well as combined with other elements (diets, break), and any base word. However, most of the Latin bases, must be combined with another element in order to form a word.

In Step 2, students will read and spell Latin bases in isolation. The 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 for the bases, understanding its meaning will happen over time, as words are formed in subsequent steps. Students will use the Latin bases using base elements. These cards can be recognized by the dash both before and after the word element called.

*Steps 7-12 materials will be available in 2020.*
Add the new welded Letter Tiles:

---

To tap these sounds, the student uses three fingers tapping together at the same sounds, but that the phonemes are very closely welded together and are therefore /ang/ /ing/ /ong/ /ung/ /ank/ /ink/ /onk/ /unk/.

---

Next, use the Letter-Sound Cards to build the following words:

- bank
- ring
- song
- honk
- ink
- ong
- winks
- job
- sung

---

Subsequent Lessons: Teach Spelling of Closed-Syllable Words

---

Subsequent Lessons: Teach Closed-Syllable Concept

---

The discussion of blend (taught when presented as ‘welded’).

---

First, teach the student the sounds in the words, and then spell the word with the Letter Tiles and welded sounds rather than three.

---

When these words can be read without tapping, have the student read words with a suffix, wordlist that reflect your instruction for that day and have the student read them separately from the phonetically regular words. Include previously introduced concepts and previously introduced vocabulary words. Then, use current substep marking closed syllables.

---

Dictate sounds, word elements, words, and phrases from previous and current substeps. Also, dictate sentences from the current substep. Be sure the student can identify and mark the word sound.

---

Parts 9 and 10 Overview

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Parts 9 & 10 Overview

---

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

---

Block 2 Spelling (Lesson Plan Parts 6-8)

---

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

<table>
<thead>
<tr>
<th>Vowel-Consonant-e</th>
<th>Word Example</th>
<th>Future Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-e</td>
<td>safe, /æ/</td>
<td>(4.1)</td>
</tr>
<tr>
<td>e-e</td>
<td>Pete, /e/</td>
<td>(4.1)</td>
</tr>
<tr>
<td>i-e</td>
<td>pine, /i/</td>
<td>(4.1)</td>
</tr>
<tr>
<td>o-e</td>
<td>cone, /o/</td>
<td>(4.1)</td>
</tr>
<tr>
<td>u-e</td>
<td>mule, /u/</td>
<td>(4.1)</td>
</tr>
<tr>
<td>u-e</td>
<td>rule, /u/</td>
<td>(4.1)</td>
</tr>
<tr>
<td>y-e</td>
<td>type, /a/</td>
<td>(11.1)</td>
</tr>
</tbody>
</table>

**Jobs of Silent e**

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 e to soft sound
5. To distinguish from a plural (e.g. ple}
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.

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

**Wilson Reading System® High Frequency Words Sequence Steps 1-6**

- **Step 1**
  - One sound in a closed syllable (two-syllable words). 5 common closed-syllable Latin-base elements (con-, extra-)
  - 15 common closed-syllable Latin-base elements with a suffix of -ion, -ion, -ation (nation, section, connection)
  - 15 common closed-syllable Latin-base elements with a suffix of -ing, -ing, -ung (beginning, becoming, remaining)

- **Step 2**
  - Two sounds in a closed syllable (three-syllable words).
  - 40 common closed-syllable Latin-base elements (sesquichiliomegatontop, etc.)
  - 40 common closed-syllable Latin-base elements with a suffix of -s (oss, ass, etc.)
  - 40 common closed-syllable Latin-base elements with a suffix of -es (scraps, sprints, overs, etc.)

- **Step 3**
  - Three sounds in a closed syllable (four-syllable words).
  - 60 common closed-syllable Latin-base elements (regoggles, etc.)
  - 60 common closed-syllable Latin-base elements with a suffix of -ing (swimming, juggling, reading)

- **Step 4**
  - Four sounds in a closed syllable (five-syllable words).
  - 80 common closed-syllable Latin-base elements (international, etc.)
  - 80 common closed-syllable Latin-base elements with a suffix of -es (shingles, penguins,特意, etc.)

- **Step 5**
  - Five sounds in a closed syllable (six-syllable words).
  - 100 common closed-syllable Latin-base elements (international, etc.)
  - 100 common closed-syllable Latin-base elements with a suffix of -ing (swimming, juggling, reading)

- **Step 6**
  - Six sounds in a closed syllable (seven-syllable words).
  - 120 common closed-syllable Latin-base elements (international, etc.)

High frequency words in current substep.

- **Step 7**
  - One sound in a closed syllable (two-syllable words).
  - 5 common closed-syllable Latin-base elements (con-, extra-)
  - 15 common closed-syllable Latin-base elements with a suffix of -ion, -ion, -ation (nation, section, connection)
  - 15 common closed-syllable Latin-base elements with a suffix of -ing, -ing, -ung (beginning, becoming, remaining)

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

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

**Our Mission**
To provide quality professional learning and ongoing support so that educators have the skills and tools they need to help their students become fluent, independent readers, who are ready to explore the endless possibilities the world of reading has to offer.

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**Student Notebook**
Steps 1-6

---

**Student Dictation Notebook**
Steps 1-6

---

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**Student Dictation Page**

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**Student Portfolio**

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**Wilson Reading System®**

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**Wilson Reading System®**

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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.
**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.

**Example**

- sun + up = **sunup**
- sun + set + s = **sunsets**
- cod + fish = **kick**
- ball = **kickball**
- cut + off = **kickoff**
- hat + box + es = **kickbox**
- with + in = **kickin**
- lap + top = **kicktop**
- bed + bug + s = **kickass**
- dish + pan + s = **kickass**
- back + pack = **kickass**
- sun + up = **kickass**
- up + set = **kickass**
- tom + cat + s = **kickass**
- pig + pen + s = **kickass**
- sun + bath + s = **kickass**

Sample - Not for Distribution

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**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.

**Example**

<table>
<thead>
<tr>
<th>Word</th>
<th>Base Word</th>
<th>Number of Word Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>crunches</td>
<td><strong>crunch</strong></td>
<td>2</td>
</tr>
<tr>
<td>asks</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>dresses</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>tricks</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>prompt</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>crafts</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>glasses</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>kings</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>snaps</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>inches</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>golf</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>branch</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>bumps</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>thing</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>flats</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>strings</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>branches</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>spells</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>sold</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>lends</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

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

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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
Tsunami Safety (Tsunami 101 / Part III)

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

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

Witneses have said that a sudden, great fall or rise in the water level sometimes happens before a tsunami gets to the shore. Experts think that a rapidly diminishing tide may be an accompanying sign of an impending tsunami and how to minimize the loss of life.

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 two 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 only affect land that is close by. Japan has had many tsunamis in the past. In March 2011, Japan’s local tsunami which took many lives around the shore was not caused by an earthquake.

Tsunamis that are caused by landslides are a third kind of 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.

If you know what to look for, you can get to a safe place before a tsunami hits. People who live close to the ocean should know how to recognize the signs of an impending tsunami and how to take action before there is loss of life.

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 to the shore.
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. They are also beneficial for students’ academic language.

accompanying (adj) happening or existing at the same time, or happening or existing at the same time, or happening
affected (v) to influence or cause to change
approach (n) the path to get close to something
area (n) particular parts of a region
automated (adj) when work is done by machines instead of people
be covered (v) to influence or cause to change
been known.

Discussion/Follow-up for Tsunami 101: Enriched Text

1. Explain what happens in a body of water to cause a tsunami.
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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.