Wilson Reading System - Scope & Sequence Chart

Listed are projected grade levels for *Introduction, Application, and Mastery*. It is assumed that each grade level
would begin the school year assessing skills with expected mastery from the preceding year(s), and review where needed
needed before moving on to new skills. Wilson provides support materials for addressing each skill.

	Introduction	Application	Mastery
STEP 1 -- Closed Syllables (3 sounds)			
1.1 -- f, l, m, n, r, s, d, g, p, t, a, i, o (blending) {ex: rim}	K	K, 1	1
1.2 -- b, sh, h, j, c, k, ck, v, w, x, y, z, ch, th, qu, wh, u, e; {ex: check}	K	K, 1	1
1.3 -- practice the above {ex: wish, chop, wet}	K	K, 1	1
1.4 -- double consonants l, s, f and - all {ex: bill, kiss, call}	1	1, 2	2
1.5 -- am, an {ex: ham, fan}	K	K, 1	1
1.6 -- suffix s {ex: bugs, chills}	K	K, 1	1

STEP 2

STEP 2 -- Closed Syllables (4-6 sounds)	Introduction	Application	Mastery
2.1 -- ang, ing, ong, ung, ank, ink, onk, unk {ex: bang, pink}	1	1, 2	2
2.2 -- closed syllables with blends {ex: bled, past, steps}	1	1, 2	2
2.3 -- closed syllable exceptions - ild, ind, old, ost, olt {ex: mold, host}	1	1, 2	2
2.4 -- 5 sounds + suffix s {ex: blend, trumps}	1	1	1
2.5 -- 3 letter blends - 6 sounds {ex: sprint, scrap}	1	1, 2	2

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STEP 3

STEP 3 -- Closed Syllables (Multisyllabic Words)	Introduction	Application	Mastery
3.1 -- two-syllable words with two closed syllables {ex: catnip, wagon}	1	1, 2	2
3.2 -- two closed syllables, including blends {ex: disrupt, fragment}	1	2	2
3.3 -- words with two closed syllables ending in ct {ex: contract, district}	2	2	2
3.4 -- multisyllabic words with closed syllables {ex: Wisconsin, establish}	2	2	2
3.5 -- ed, ing suffixes added to basewords {ex: slashing, blended}	2	2	2

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STEP 4

STEP 4 -- Vowel - Consonant - E Syllable (VCE)	Introduction	Application	Mastery
4.1 -- VCE syllable in one-syllable words {ex: hope, cave}	K, 1	1, 2	2
4.2 -- VCE syllable combined with closed syllables {ex: combine, reptile}	2	2, 3	3
4.3 -- multisyllabic words with two syllable types {ex: compensate}	2	2, 3	3
4.4 -- ive exception {ex: olive, pensive}	3	3	3

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STEP 5

STEP 5 -- Open Syllable	Introduction	Application	Mastery
5.1 -- open syllable in one-syllable words, y as a vowel {ex: he, hi, shy}	K, 1	1, 2	2
5.2 -- open syllables combined with VCE and closed syllables in two syllable words {ex: protect, decline}	2	2, 3	3
5.3 -- y as a vowel in two-syllable words {ex: handy, pony}	2	2, 3	3
5.4 -- multisyllabic words with the 3 syllable types {ex:regulate}	2, 3	2, 3	3
5.5 -- a and i in unaccented syllables {ex: Alaska, indicate}	3	3	3

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STEP 6

STEP 6 -- Suffix Endings and Consonant-l-e Syllable	Introduction	Application	Mastery
6.1 -- suffixes er, est, en, es, able, ish, y, ive, ly, ty, less, ness, ment, ful added to basewords {ex: thankful, classy}	2, 3	2, 3	3
6.2 -- suffix ed: sounds d, t {ex: thrilled, punished}	2, 3	2, 3	3
6.3 -- combining 2 suffixes to baseword {ex: constructively, helpfulness}	2, 3	2, 3	3
6.4 -- consonant - le, stle exception {ex: dribble, whistle}	2, 3	2, 3	3

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STEP 7

STEP 7 -- Introduction to Sound Options, Contractions	Introduction	Application	Mastery
7.1 -- c or g before e, I, or y {ex: concentrate, concede, gentle}	2	2, 3	3
7.2 -- ge, ce, dge {ex: lunge, indulgence, fudge}	2	2, 3	3
7.3 -- Trigraph and digraph: tch, ph {ex: fetch, pamphlet}	2	2, 3	3
7.4 -- tion, sion {ex: subtraction, expansion}	2	2, 3	3
7.5 -- contractions {ex: we've, I'll}	2	2, 3	3

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STEP 8

STEP 8 -- R-Controlled Syllables	Introduction	Application	Mastery
8.1 -- ar, er, ir, or, ur - in 1 syllable words {ex: firm, turn, barn}	1, 2	2, 3	3
8.2 -- ar, or - in multisyllabic words {ex: market, cortex}	2	2, 3	3
8.3 -- er, ir, ur - in multisyllabic words {ex: skirmish, surgery}	2	2, 3	3
8.4 -- Exceptions vowel rr {ex: hurry, barren} para	4	4	4
8.5 -- Exceptions ar, or - in final syllable {ex: beggar, doctor} ard, ward {ex: blizzard, on-ward}	4	4	4

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STEP 9

STEP 9 -- Vowel Digraph - Dipthong Syllable	Introduction	Application	Mastery
9.1 -- ai, ay {ex: plain, display}	1, 2	2, 3	3
9.2 -- ee, ey {ex: tweezer, valley}	1, 2	2, 3	3
9.3 -- oa, oe, ue {ex: croak, toe, revenue}	1, 2	2, 3	3
9.4 -- oi, oy, au, aw {ex: thyroid, employ, saucer, squawk}	1, 2	2, 3, 4	4
9.5 -- ou, ow, oo {ex: trousers, drowsy, spoon}	1, 2	2, 3, 4	4
9.6 -- ea {ex: eat, bread, steak	1, 2	2, 3, 4	4
9.7 -- eu, ew, ui {ex: Europe, few, suit}	2, 3	2, 3, 4	4

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STEP 10

STEP 10 -- Adding Suffixes to Changing Basewords	Introduction	Application	Mastery
10.1 -- VCE exceptions: ice, ace, age, ate, ile, ite, ine	3, 4	3, 4, 5	5
10.2 -- Spelling Rule: baseword ending in e + suffix {ex: taping}	3, 4	3, 4, 5	5
10.3 -- Spelling Rule: 1 syllable, closed or r-controlled baseword	3, 4	3, 4, 5	5
+ suffix {ex: starred or shopful}	3, 4	3, 4, 5	5
10.4 -- Spelling Rule: double final consonant of multisyllabic baseword when adding suffix {ex: regretting, controlled}	3, 4	3, 4, 5	5
12.6 -- Chameleon prefixes {ex: correct, accent}	3, 4	3, 4, 5	5

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STEP 11

STEP 11 -- Additional I, E, Y Vowel Work	Introduction	Application	Mastery
11.1 -- y in open, closed, VCE syllable {ex: reply, gym, type}	2, 3	3, 4, 5	5
11.2 -- The Y Spelling Rule {ex: enjoyable, player}	4	4, 5	5
11.3 -- i in an open syllable pronounced as /e/ {ex: orient} i as /y/ {ex: genius, million}	4	4, 5	5
11.4 -- ie/ei {ex: piece, ceiling, vein}	2, 3	2, 3, 4	4
11.5 -- igh, eigh {ex: light, eight}	2, 3	2, 3, 4	4

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STEP 12

STEP 12 -- Advanced Concepts	Introduction	Application	Mastery
12.1 -- Split vowels: vowel team exceptions {ex: create, violin}	4	4, 5	5
12.2 -- Silent letters: rh, gh, mb, mn, kn, gn, wr {ex: rhyme, ghost}	2	2, 3, 4	4
12.3 -- 'w' influencing vowels {ex: water, worship}	2	2, 3, 4	4
12.4 -- ch, que, /k/ {ex: chorus, clique}	4	4, 5	5
12.5 -- ti, ci, tu, ture {ex: patient, official, actual, torture}	4	4, 5	5
12.6 -- Chameleon prefixes {ex: correct, accent}	4	4, 5	5

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