

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 before moving on to new skills. Wilson provides support materials for addressing each skill.

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	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 -- Closed Syllables (4-6 sounds)			
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
STEP 3 -- Closed Syllables (Multisyllabic Words)			
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
STEP 4 -- Vowel - Consonant - E Syllable (VCE)			
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
STEP 5 -- Open Syllable			
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
STEP 6 -- Suffix Endings and Consonant-l-e Syllable			
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 -- Introduction to Sound Options, Contractions			
7.1 -- c or g before e, l, 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
STEP 8 -- R-Controlled Syllables			
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
STEP 9 -- Vowel Digraph - Diphthong Syllable			
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
STEP 10 -- Adding Suffixes to Changing Basewords			
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 + 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
10.5 -- Additional suffixes: ic, al, ible, ous, ist, ism, ity, ize, ary, ery	3, 4	3, 4, 5	5
STEP 11 -- Additional I, E, Y Vowel Work			
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
STEP 12 -- Advanced Concepts			
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