

WRS Lesson / Individual Progress Record

STUDENT NAME (FIRST NAME, LAST INITIAL ONLY)

TEACHER INITIALS

Use this form to track your student's progress in the Wilson Reading System, marking the date when he or she achieves mastery in reading and spelling for a particular substep. Note that WRS Substeps do not correlate with a grade level. These steps are skill-groups which are taught in a logical sequence based on the structure of the English language. Every student begins at Step 1 regardless of grade level.

		DATE CONCEPT INTRODUCED		DATE STUDENT ACHIEVED ACCURACY		DATE STUDENT ACHIEVED FLUENCY	
		R	S	R	S	R	S
STEP 1	CLOSED SYLLABLES (3 SOUNDS)						
1.1	f, l, m, n, r, s , (initial) and d, g, p, t , (final) a, i, o (Blending of 2 and 3 sounds)						
1.2	b, sh u h, j c, k, ck e v, w, x, y, z ch, th qu, wh (Introduced gradually)						
1.3	Practice with above sounds (wish, chop, wet)						
1.4	Double consonants, all (bill, kiss, call)						
1.5	am, an (ham, fan)						
1.6	Adding suffix -s to closed syllable words with 3 sounds (bugs, chills)						

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STEP 2	CLOSED SYLLABLES (4-6 SOUNDS)						
2.1	ang, ing, ong, ung, ank, ink, onk, unk (bang, pink)						
2.2	Closed syllables with blends: 4 sounds only + suffix -s (bled, past, steps)						
2.3	Closed syllable exceptions: ild, ind, old, ost, olt (mold, host)						
2.4	5 sounds in a closed syllable + suffix -s (blend, trumps)						
2.5	3-letter blends and up to 6 sounds in a closed syllable (sprint, scrap)						

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STEP 3	CLOSED SYLLABLES (MULTISYLLABIC WORDS)						
3.1	Two-syllable words with 2 closed syllables combined - no blends, schwa (catnip, wagon)						
3.2	Two-syllable words with 2 closed syllables, including blends (disrupt, fragment)						
3.3	Words with 2 closed syllables ending in ct blend (contract, district)						
3.4	Multisyllabic words, combining only closed syllables (Wisconsin, establish)						
3.5	-ed, -ing suffixes added to unchanging basewords with closed syllables (slashing, blended)						

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PUT DATE IN BOXES WHEN CONCEPT IS INTRODUCED OR STUDENT ACHIEVES MASTERY FOR READING (R) OR SPELLING (S)

DATE CONCEPT
INTRODUCEDDATE STUDENT
ACHIEVED ACCURACYDATE STUDENT
ACHIEVED FLUENCY

STEP 4	VOWEL-CONSONANT-E SYLLABLE	DATE CONCEPT INTRODUCED		DATE STUDENT ACHIEVED ACCURACY		DATE STUDENT ACHIEVED FLUENCY	
		R	S	R	S	R	S
4.1	Vowel-consonant-e syllable in one-syllable words (hope, cave)						
4.2	Vowel-consonant-e syllable combined with closed syllables (combine, reptile)						
4.3	Multisyllabic words combining 2 syllable types (compensate, illustrate)						
4.4	ive exception: no word ends in v (olive, pensive)						

STEP 5	OPEN SYLLABLE	DATE CONCEPT INTRODUCED		DATE STUDENT ACHIEVED ACCURACY		DATE STUDENT ACHIEVED FLUENCY	
		R	S	R	S	R	S
5.1	Open syllable in one-syllable words, y as a vowel (he, hi, shy)						
5.2	Open syllables combined with vowel-consonant-e and closed syllables in two-syllable words (protect, decline)						
5.3	y as a vowel at the end of two-syllable words when combined with a closed syllable or another open syllable (handy, pony)						
5.4	Multisyllabic words, combining 3 syllable types: open, closed, vowel-consonant-e (instrument, amputate)						
5.5	a and i in unaccented, open syllables (Alaska, indicate)						

STEP 6	SUFFIX ENDINGS (UNCHANGING BASEWORDS) AND CONSONANT-LE SYLLABLE	DATE CONCEPT INTRODUCED		DATE STUDENT ACHIEVED ACCURACY		DATE STUDENT ACHIEVED FLUENCY	
		R	S	R	S	R	S
6.1	Suffix endings -er, -est, -en, -es, -able, -ish, -y, -ive, -ly, -ty, -less, -ness, -ment, -ful added to unchanging basewords (thankful, classy)						
6.2	Suffix ending -ed (/d/, /t/) added to unchanging basewords (thrilled, punished)						
6.3	Combining 2 suffixes to an unchanging baseword (constructively, helpfulness)						
6.4	Stable final syllable: consonant-le, stle exception (dribble, whistle)						

STEP 7	INTRODUCTION TO SOUND OPTIONS, CONTRACTIONS	DATE CONCEPT INTRODUCED		DATE STUDENT ACHIEVED ACCURACY		DATE STUDENT ACHIEVED FLUENCY	
		R	S	R	S	R	S
7.1	Sound options: c {e, i, y} (concentrate, concede) g {e, i, y} (gentle, pungent)						
7.2	ge, ce, dge (lunge, indulgence, fudge)						
7.3	New trigraph and digraph: tch, ph (fetch, pamphlet)						
7.4	tion, sion (subtraction, expansion)						
7.5	Contractions (we've, I'll)						

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STEP 8	R-CONTROLLED SYLLABLE	DATE CONCEPT INTRODUCED		DATE STUDENT ACHIEVED ACCURACY		DATE STUDENT ACHIEVED FLUENCY	
		R	S	R	S	R	S
8.1	R-controlled syllable: ar, er, ir, or, ur in one-syllable words (firm, turn, barn)						
8.2	ar, or in multisyllabic words (market, cortex)						
8.3	er, ir, ur in multisyllabic words (skirmish, surgery)						
8.4	Exceptions: vowel rr (hurry, barren), para						
8.5	Exceptions: ar, or in final syllable (beggar, doctor), ard, ward (blizzard, onward)						

STEP 9	VOWEL DIGRAPH/DIPHTHONG "D" SYLLABLE	R	S	R	S	R	S
		9.1	ai, ay (plain, display)				
9.2	ee, ey (tweezer, valley)						
9.3	oa, oe, ue (croak, toe, revenue)						
9.4	oi, oy, au, aw (thyroid, employ, saucer, squawk)						
9.5	ou, ow, oo (trousers, drowsy, spoon)						
9.6	ea (eat, bread, steak)						
9.7	eu, ew, ui (feud, few, suit)						

STEP 10	ADDING SUFFIXES TO CHANGING BASEWORDS	R	S	R	S	R	S
		10.1	v-e exceptions: ice, ace, age, ate, ile, ite, ine				
10.2	Spelling Rule: Adding a suffix to a baseword ending in e (taping, lately)						
10.3	Spelling Rule: Adding a suffix to a one-syllable closed or r-controlled baseword (starred or shopful)						
10.4	Spelling Rule: Adding a suffix to a multisyllabic baseword when the final consonant must double (regretting, controlled)						
10.5	Additional suffixes: -ic, -al, -ible, -ous, -ist, -ism, -ity, -ize, -ary, -ery, -ory, -ent, -ence, -ant, -ance						

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STEP 11	ADDITIONAL I, E, Y VOWEL WORK						
11.1	y in open, closed, v-e syllables (reply, gym, type)						
11.2	The y spelling rule (enjoyable, player)						
11.3	i in an open syllable /ē/ (orient), i pronounced as /y/ (genius, million)						
11.4	ie / ei (piece, ceiling, vein)						
11.5	igh, eigh (light, eight)						
STEP 12	ADVANCED CONCEPTS						
12.1	Split vowels: vowel team exceptions (create, violin)						
12.2	Silent letters: rh, gh, mb, mn, kn, gn, wr (rhyme, ghost, lamb, column, knife, gnat, wrist)						
12.3	w effecting vowels (water, worship)						
12.4	ch, que /k/ (chorus, clique)						
12.5	ti, ci, tu, ture (patient, official, actual, torture)						
12.6	Chameleon prefixes (correct, accent)						