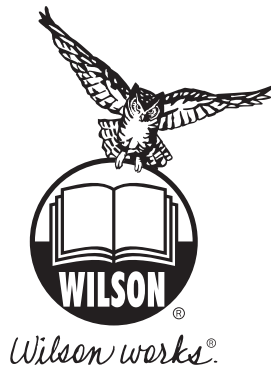


Wilson Reading System®

Student Workbook

Six A



THIRD EDITION

by Barbara A. Wilson

Wilson Language Training Corporation
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Wilson Reading System® Student Workbook Six A

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Read each suffix below.

en

ness

ful

ment

ly

er

ish

ive

ty

est

es

less

able

y

ing

Copy the suffix endings from above into the correct columns.

vowel suffixes

consonant suffixes

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____		

Read the baseword. Select a suffix from the box at the top of the column to add to the baseword. Write the suffix and then the word on the lines provided. If more than one suffix works, select one.

ish	ing	er
est	y	ive

ment	ness	ful
less	ly	ty

baby + _____ = _____

lump + _____ = _____

wild + _____ = _____

dress + _____ = _____

crunch + _____ = _____

luck + _____ = _____

publish + _____ = _____

blast + _____ = _____

fast + _____ = _____

pink + _____ = _____

hope + _____ = _____

equip + _____ = _____

safe + _____ = _____

respect + _____ = _____

kind + _____ = _____

late + _____ = _____

require + _____ = _____

ship + _____ = _____

hand + _____ = _____

nine + _____ = _____

Select a suffix from the top of each box to form a real word. Write the suffix on the line.

ty ly ment
ship _____
strong _____
six _____

ive ment able
protect _____
depend _____
amuse _____

ful er y
fast _____
thank _____
grump _____

ful ness ing
spell _____
kind _____
plate _____

Write the words above on the lines below. Read the words.

Underline or 'scoop' the syllables in the baseword and circle the suffix in each word below. Read the words.

fastest

lumpy

freshen

kindness

milder

lateness

silently

thankful

punishing

crunches

childish

lucky

frequently

stronger

trustful

quickly

crunchy

amazement

stinger

secretly

destructive

spending

strongest

brushes

equipment

safety

amusement

dependable

shyness

useless

List words with vowel suffixes from the previous page (4) in the left column. List words with consonant suffixes in the right column.

vowel suffixes

consonant suffixes

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

taxes	splashes	sixty	benches	quickly
handful	lonely	difficulty	useful	amusement

- 1 Sonya felt _____ when the kids left home.
- 2 Sid _____ me with the hose.
- 3 The kids like to go on all the fast _____ rides.
- 4 I had _____ with this math quiz.
- 5 The _____ at the game were cold and damp.
- 6 My uncle will be _____ next month.
- 7 Dad is grumpy when he prepares the _____.
- 8 I will grab a _____ of nuts for a snack.
- 9 Dominic runs more _____ than the rest of the children.
- 10 Try to find a _____ gift for Dad.

Underline or "scoop" the syllables in the baseword and circle the suffix. Write the 2 parts on the lines provided.

EXAMPLE: in spect(ing) = inspect+ing

	baseword	suffix		baseword	suffix
thankful	= _____	+ _____	dependable	= _____	+ _____
publisher	= _____	+ _____	mildest	= _____	+ _____
frequently	= _____	+ _____	slyly	= _____	+ _____
selfish	= _____	+ _____	freshen	= _____	+ _____
longest	= _____	+ _____	destructive	= _____	+ _____
hopeless	= _____	+ _____	amazement	= _____	+ _____
secretly	= _____	+ _____	silently	= _____	+ _____
kindness	= _____	+ _____	expanding	= _____	+ _____
strongly	= _____	+ _____	crunchy	= _____	+ _____
statement	= _____	+ _____	taller	= _____	+ _____

Write as many suffixes from memory as possible into the correct columns. Then, use your **WRS Rules Notebook** to fill in any missing suffixes.

vowel suffixes

consonant suffixes

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Use each word below in a sentence on the lines provided below. Be sure to start each sentence with a capital letter and end each sentence with punctuation. Proofread carefully.

1 thankful _____

2 lately _____

3 equipment _____

4 strongest _____

5 wishing _____

Read each sentence. Underline the basewords and circle the suffixes.

- 1 Dad protected the small pup from the cold.
- 2 Sally insulted Sam and disrupted the class.
- 3 The trash can is infested with insects.
- 4 Kendra insisted that we stop crying.
- 5 The talented child will go to the contest.

Read each sentence. Cover it. Write it on the line. Uncover it and proofread.

1 _____

2 _____

3 _____

4 _____

5 _____

What does the **-ed** suffix say in each word above? /__/

Read each sentence. Underline the basewords and circle the suffixes.

- 1 Ken was late, but he still wished to visit his dad.
- 2 The kids camped next to a small pond.
- 3 Steve dressed himself the moment he awoke.
- 4 Bill refreshed himself in the cold pond.
- 5 Wendy limped for quite awhile.

Read each sentence. Cover it. Write it on the line. Uncover it and proofread.

1 _____

2 _____

3 _____

4 _____

5 _____

What does the **-ed** suffix say in each word above? /__/

Underline the baseword and circle the suffix in each word below. Read the word. Write (/ěd/, /d/ or /t/) above the -ed suffix to indicate the sound.

EXAMPLES: bond(^{/ěd/}ed) fill(^{/d/}ed) wish(^{/t/}ed)

responded

stamped

happened

requested

expressed

thrilled

neglected

impressed

distracted

complimented

called

trashed

demolished

crunched

depended

defended

winked

banged

Write the -ed words in the correct column below.

-ed = /ěd/

-ed = /d/

-ed = /t/

Add the suffix to each baseword. Write (/ĕd/,/d/ or /t/) above the **-ed** suffix to indicate the sound.

EXAMPLES: ^{/ĕd/}dusted ^{/d/}drilled ^{/t/}jumped

happen + ed = _____

insult + ed = _____

thrill + ed = _____

belong + ed = _____

cross + ed = _____

smell + ed = _____

expect + ed = _____

drench + ed = _____

connect + ed = _____

stash + ed = _____

twist + ed = _____

intend + ed = _____

finish + ed = _____

bang + ed = _____

risk + ed = _____

dump + ed = _____

chomp + ed = _____

skill + ed = _____

predict + ed = _____

protect + ed = _____

Copy the words from the previous page (12) into the correct columns below.

-ed = /ěd/

-ed = /d/

-ed = /t/

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Select one word from each group above to use in a sentence. Write the sentences below. Proofread carefully.

1

2

3

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

drenched
expected

limped
spilled

requested

- 1 Steve _____ up the steps with his broken leg.
- 2 The tot _____ the milk on the basement rug.
- 3 Mr. Bantam _____ Dave to win the top prize in the contest.
- 4 Pam was _____ *after* the kids tossed her in the lake.
- 5 Cathy _____ time off to take care of Mike.

Write the **-ed** word from each sentence on the line. Write (/ēd/, /d/ or /t/) in the right column to indicate the sound.

1 _____ **-ed** says /____/

2 _____ **-ed** says /____/

3 _____ **-ed** says /____/

4 _____ **-ed** says /____/

5 _____ **-ed** says /____/

Find all the suffixes in the sentences below. Underline the basewords and circle the suffixes.

- 1 It is quite impressive that Steve ranked fifth in the difficult contest.
- 2 Dad punished the kids when they were disrespectful.
- 3 The tot clenched his fists on the fast amusement ride.
- 4 Sam munched on lunch while Jake kindly helped his mom.
- 5 Anna silently sat while the dentist drilled.

Write the words with suffixes from each sentence on the lines below.

1	_____	_____	
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	

Combine the basewords and suffixes into words and write them on the lines.

care + less + ly = _____

destruct + ive + ly = _____

thank + ful + ly = _____

use + ful + ly = _____

impress + ive + ly = _____

respect + ful + ly = _____

end + less + ly = _____

care + less + ness = _____

hope + less + ly = _____

help + ful + ly = _____

will + ing + ness = _____

protect + ive + ly = _____

Select a suffix from the top of each box to form a real word. Write the suffix on the line.

less ly ive
use _____ly
act _____ly
trustful _____

ive less ly
care _____ness
thankful _____
impress _____ly

ful ive ly
respect _____ly
effective _____
protect _____ly

ness ful ing
helpful _____
wish _____ly
will _____ly

Write the words above on the lines below. Read the words.

Read the words. Write the baseword and suffixes on the lines.

	baseword	+ suffix	+ suffix
uselessly	= _____	_____	_____
skillfully	= _____	_____	_____
lifelessly	= _____	_____	_____
restlessness	= _____	_____	_____
impressively	= _____	_____	_____
destructively	= _____	_____	_____
respectfully	= _____	_____	_____
hopefully	= _____	_____	_____
willingness	= _____	_____	_____
zestfully	= _____	_____	_____

Proofread each sentence. Correct the spelling of the underlined words. Rewrite the sentence on the lines provided. Add capital letters and punctuation.

1 hopefully we can go on the amusement rid

2 did james carelessle drop the glas vase

3 the class respektfully folded the flag

4 sandra willinly helpt mrs chang

5 kim skilfully hit the basebal

Underline or "scoop" the syllables in the baseword. Circle (separately) the 2 suffixes in each word.

EXAMPLE: im press (ive) (ly)

impressively

hopefully

protectively

respectfully

helpfully

willingly

zestfully

carelessly

skillfully

helpfulness

usefulness

wishfulness

restlessly

thankfully

actively

Write the basewords on the lines below.

Find all the words with suffixes. Some will have one suffix; others will have two. Underline the baseword and circle the suffix(es). If there is more than one suffix, circle each suffix separately.

- 1 rob willingly went to complete the task
- 2 teddy went in to take a nap, but he tossed restlessly in the bed
- 3 mom expressively thanked the kids for their helpfulness
- 4 betsy awoke and gratefully thanked her husband for doing the dishes
- 5 hopefully, crunchy candy is still in the dish

Write the sentences from above on the lines below. Add capital letters and punctuation. Proofread carefully.

1 _____

2 _____

3 _____

4 _____

5 _____

Read the words. Write syllables on the lines. Mark the syllables. Mark the vowels.

EXAMPLE: ca ble
o -le

bugle = _____

trample = _____

sample = _____

staple = _____

puzzle = _____

grumble = _____

thimble = _____

fable = _____

ripple = _____

cradle = _____

cable = _____

razzle = _____

fiddle = _____

cattle = _____

battle = _____

struggle = _____

stable = _____

able = _____

bottle = _____

title = _____

Read the sentences. Find the words with a consonant-le syllable. Circle them and then divide the words by underlining or "scooping" each syllable.

- 1 The club must have a raffle and, hopefully, make some cash.
- 2 Did the kids struggle with the puzzle?
- 3 Could you staple these tests and pass them to the kids in class?
- 4 Jake attempted to juggle with eggs!
- 5 We must try to get the opponent to fumble the ball.
- 6 Henry will get the bundle in the van and put it in the pantry.
- 7 I will sit in the *pony's* saddle.
- 8 Do not disrupt the baby in the cradle.
- 9 This is a simple spelling quiz.
- 10 The bottle is empty, but the baby is still expecting more.

Nonsense Words

Underline or “scoop” the syllables in the nonsense words below. Mark the syllable types (**c** for closed, **o** for open, **-le** for consonant-le). Mark the vowels and read the nonsense syllables.

EXAMPLE: bi fl
c -le

driggle

plondle

bozzle

poble

chomdle

weggle

thumple

blittle

shrungle

priffle

muzle

flotle

stodle

spinkle

cheple

shubble

trinze

stropole

thofle

pudle

zingle

brentle

grunzle

blefle

fitle

shobble

chentle

flidle

bopple

fubble

Read the syllables on each side of the box. Draw a line to connect syllables to form real words.

bu	ple
dim	gle
jum	ble

trem	gle
hud	ble
jug	dle

fa	dle
puz	ble
fid	zle

cat	ble
ta	tle
jun	gle

Write the words above on the lines below. Read the words.

Underline or "scoop" the syllables in each word. Cross out the silent **e** in consonant-le syllables. Find 3 consonant-le syllable exceptions and cross out the silent **t**. Read the words.

bugle

gobble

fumble

castle

tickle

bundle

staple

tumble

scramble

razzle

tattle

candle

pickle

hustle

table

riddle

drizzle

pebble

jingle

dimple

freckle

dribble

puzzle

raffle

juggle

rifle

buckle

thimble

sample

whistle

Review

Mark the vowels: short, long, silent

EXAMPLE: **f**l**i**p, m**e**, **_**tl**ø**

_ gle	he	fame	_ dle
think	clap	shy	crave
pro	try	ill	_ zle
stone	_ ble	hi	bring
_ ple	thump	flake	shade

List the syllables above in the correct column below.

closed

vowel-consonant-e

_____	_____	_____	_____
_____	_____	_____	_____
_____		_____	

open

consonant-le

_____	_____	_____	_____
_____	_____	_____	_____
_____		_____	

Review

Use the Syllable Section in your WRS Student Notebook. Find and circle the syllable exceptions in the words below (for closed: **ild, old, olt, ost, ind**; for open: **a** and **i**; for vowel-consonant-e: **ive** and **ave**; for consonant-le: **stle**).

wild

ago

have

host

whistle

Atlanta

hesitate

give

across

blind

bold

olive

hustle

active

confident

expensive

colt

castle

Write the words above in the correct columns below.

closed exception

v-e exception

_____	_____	_____	_____
_____	_____	_____	_____
_____		_____	

open exception

consonant-le exception

_____	_____	_____	_____
_____	_____	_____	

Vocabulary Practice

Create sentences that include the vocabulary words below. Use a dictionary or electronic spell checker as needed. Underline or "scoop" each syllable in the vocabulary words below.

6.1

frequently
dependable
requirement
statement
refreshment
quickest
amazement
kindness
thankful
secretly

6.2

stalled
drenched
lasted
refreshed
thrilled
clenched
published
filmed
requested
demolished

6.3

hopelessly
carelessly
hopefully
carefully
willingly
respectfully
actively
wishfully
helpfully
skillfully

6.4

riddle
fumble
struggle
hustle
tackle
handle
sprinkle
scramble
cuddle
hobble

Story Starter

At the end of Step 6 create a story that includes many (at least 5) of the vocabulary words below. This story is about someone helping someone else. Underline each vocabulary word used from the list below.

kindly	finished	struggle	silently
wished	lazy	settle	dependable
hesitate	alone	puzzle	expecting
strongest	longed	frequently	thankful
hopefully	willingly	accomplishment	