

Plainfield Orton-Gillingham Pacing Guide

Grade 1

UNIT 1							
Week	Lesson/Concept	Notes	Resources in OG Manual 2014 edition (2013 edition)	Resources in <i>How to Teach Spelling</i>	Resources in <i>Syllable Word Book</i>	Red Words	Correlation with <i>Wonders</i> (Unit.Week for reading practice with new OG skill)
1&2	(Assessment)	Complete assessment-sounds, words, and sentence dictation. Can also assess red words taught in K.	use Level One Initial assessment in OG Assessment Manual				
3 & 4	review/reteach						
5	compound words	RR 74				or, very	Unit 4.5
6	ff-ll-ss-zz (Sammy)	RR 76—teach doubling rule. Note exceptions. Teach <i>-all</i> as a red word family.	Sammy Loves Fried Zebra poster	34, 35		what, how	Unit 1.2
7	open/closed syllables	RR 80	Lesson p. 92 in manual (M63-68)	23-29	3-4	your, do	Unit 2.4, 4.3

Notes:

Steps for Introducing a New Concept, Advanced, should be followed each week—see green flip chart.

Letter formation with house paper is not necessary at this level unless students need additional instruction in basic handwriting.

Steps for Teaching Red Words should be followed each week—see green flip chart. An additional red word of the teacher's choosing may be added each week to facilitate student compositions.

Correlations to *Wonders* units are provided so that students can practice new OG phonics skills by applying when reading connected text (*Wonders* stories). Be sure to introduce or review needed sight words listed in *Wonders* units before reading. *Wonders* sight words should be used to strengthen reading skills; red words, however, are to be mastered for both reading AND spelling.

There are lessons in *How to Teach Spelling* that may be helpful for extending learning; see page numbers to locate lessons. The *Syllable Word Book* is also referenced to provide lists of words for practicing syllable division with each new concept, once open/closed lesson has been taught.