

Plainfield Orton-Gillingham Pacing Guide  
Grade 2

<b>UNIT 3</b>							
<b>Week</b>	<b>Lesson/Concept</b>	<b>Notes</b>	<b>Resources in OG Manual</b>	<b>Resources in <i>How to Teach Spelling</i></b>	<b>Resources in <i>Syllable Word Book</i></b>	<b>Red Words</b>	<b>Correlation with <i>Wonders</i> (Unit Week for reading practice with new OG skill)</b>
15	<b>OU (RR 144, 210)— teach both sounds</b>	Dictate words containing both pronunciations for OU.		51-52	32	<b>these, brother</b>	Unit 5.1, 5.5
16	<b>IGH</b>	Goal: Spell long i words correctly (i, i-e, igh).				<b>anyone, around</b>	Unit 3.2
17	<b>Consonant-le</b>	Introduce Consonant-le syllable type.		27	37-38	<b>we're, weren't</b>	Unit 5.2, 6.3
18	<b>-cle vs. -cal, -fle vs. -ful</b>	Use knowledge of grammar (noun vs. adj.) to spell these words correctly. Do Level 2 Final assessment.		113, 79		<b>shall, shoe</b>	Unit 5.2, 6.3
19	<b>OO (RR 158, 209)</b>	Dictate words containing both				<b>great, too</b>	Unit 5.3

	<b>teach both sounds</b>	pronunciations for OO.					
20	<b>Y as a Vowel</b>  <b>Change Rule for Adding Suffixes to words ending in Y</b>	Teach Y as a Chameleon that can represent 4 different sounds depending upon the placement within a word: consonant Y plus long e, long i, and short i.	Use chameleons in M66 (109).  Use Rules poster in M72 (116).	37  82		<b>above, against</b>	Unit 2.3, 3.4, 5.5
21	<b>Hard and Soft C—ways to spell /s/ and /k/</b>	Goal: spell words correctly containing /s/ and /k/		13		<b>already, altogether</b>	Unit 2.3

**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.