

Plainfield Orton-Gillingham Pacing Guide

Grade 2

UNIT 4

Week	Lesson/Concept	Notes	Resources in OG Manual	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)
22	Hard and Soft G— ways to spell /j/-- Teach DGE rule	Goal: spell words correctly containing /j/		44		another, answer	Unit 2.3
23	AU vs. AW	Brainstorm possible spelling rule		53-55	33-34	bought, brought	Unit 5.4
24	OI vs. OY	Brainstorm possible spelling rule		42-45	35-36	caught, ghost	Unit 5.2
25	TCH spelling rule Level 3 Midterm assessment	Goal: correctly spell words ending in /ch/ Administer Level 3 Midterm assessment.				knock, rough	Unit 2.4

26	Review suffixes and Three Great Rules for adding suffixes to words	Practice reading and spelling words with suffixes, and applying the rules .	M67 M72	30		parent, shall	Unit 2.4 4.1, 6.2
27	EU vs. EW	Brainstorm possible spelling rule. Discuss alternate pronunciation.				thought, should	Unit 3.5
28	EIGH and EI	Goal: Correctly spell long a words (a, a-e, ai, ay, eigh, ei).				sure, through	Unit 3.1

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.

