

Plainfield Orton-Gillingham Pacing Guide
Grade 2

UNIT 5							
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)
29	IE and EI	Goal: Correctly spell long e words (e, e-e, ea, ee, ie, ei).				their, there, they're	Unit 3.4
30	UE (can introduce as another vowel team)	Goal: Correctly spell long u words (u, u-e, ue).				though, world	Unit 3.5, 6.3
31	TION, SION suffixes			88-89		thorough, would	Unit 4.1
32	CH as /k/ CH as /sh/	Discuss word origins and alternate pronunciations for CH digraph.				tough, toward	
33	Level 3 Final assessment	Administer Level 3 Final assessment. Assess red words taught in Grade Two.					

<p>Notes:</p> <p>Steps for Introducing a New Concept, Advanced, should be followed each week—see green flip chart.</p> <p>Letter formation with house paper is not necessary at this level unless students need additional instruction in basic handwriting.</p> <p>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.</p> <p>Correlations to <i>Wonders</i> units are provided so that students can practice new OG phonics skills by applying when reading connected text (<i>Wonders</i> stories). Be sure to introduce or review needed sight words listed in <i>Wonders</i> units before reading. <i>Wonders</i> sight words should be used to strengthen reading skills; red words, however, are to be mastered for both reading AND spelling.</p> <p>There are lessons in <i>How to Teach Spelling</i> that may be helpful for extending learning; see page numbers to locate lessons. The <i>Syllable Word Book</i> is also referenced to provide lists of words for practicing syllable division with each new concept, once open/closed lesson has been taught.</p>							