

Plainfield Orton-Gillingham Pacing Guide  
Kindergarten

<b>UNIT 2</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>
8	<b>M</b>					<b>the</b>	1.1
9	<b>L</b>					<b>a</b>	6.1
10	<b>H</b>					<b>is</b>	5.1
11	<b>T</b>	add sentence dictation	RR45			<b>and</b>	2.2
12	<b>I</b>					<b>of</b>	3.1
13	<b>J</b>					<b>her</b>	8.1
14	<b>K</b>					<b>his</b>	
15	<b>P</b>					<b>like</b>	2.1

**Additional Notes:**

Capital and lowercase letter formation should be taught each week using house paper.

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

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 some beginning lessons in *How to Teach Spelling* that may be helpful for Kindergarten; otherwise, this and the *Syllable Word Book* are resources used in Grade One and above.