



**Danville Area School District**  
**Course Overview and Scope and Sequence**

**Course Title:** Orton Gillingham Phonics

**Content Area:** ELA

**Grade Level:** 1

**Date Developed:** Spring/Summer 2023

**COURSE OVERVIEW:** Phonics is a method for teaching people how to read and write an alphabetic language. It is done by demonstrating the relationship between the sounds of the spoken language, and the letters or groups of letters or syllables of the written language.

**PA INSTRUCTIONAL FRAMEWORK:**

**Big Ideas:**

- Effective readers use appropriate strategies to construct meaning.

**Essential Questions:**

- How do strategic readers create meaning from informational and literary text?

**Competencies:**

- Identify common consonant digraphs, final -e, and common vowel teams. (CC.1.1.1.D)
- Decode one and two syllable words with common patterns. (CC.1.1.1.D)
- Read grade level words with inflectional endings. (CC.1.1.1.D)
- Read grade appropriate irregularly spelled words. (CC.1.1.1.D)

**ANCHOR STANDARDS:**

- CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.
- CC.1.1.1.D.1 Identify common consonant digraphs, final e, and common vowel teams.
- CC.1.1.1.D.2 Decode one and two syllable words with common spelling patterns.
- CC.1.1.1.D.3 Read grade-level words with inflected endings.

**KEY COURSE TEXT AND MATERIALS:** Orton Gillingham workbooks and lesson plans

**KEY ASSESSMENTS:** End of lesson spelling tests

**SCOPE AND SEQUENCE**

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	CONCEPTS COVERED	TIMEFRAME
Unit 1	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Closed syllables/CVC: short a, i -Consonant sounds: t, b, m, s, n, d, p, r, f, l	15 days
Unit 2	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Closed syllables/CVC: short o, u, e -Consonant sounds: c, k, g, h, w, j, y, v, x	15 days
Unit 3	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Consonant sounds: qu, z -Short vowel review -Welded sounds: am, an, all, and -Inflected -s -Compound words	15 days
Unit 4	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-s blends -r blends -l blends -Suffix -ing -Contractions: is,am	15 days

**SCOPE AND SEQUENCE**

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	CONCEPTS COVERED	TIMEFRAME
Unit 5	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Final blends -Blends review -FSZL -ck rule Digraph: sh	15 days
Unit 6	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Digraphs: ch, th, wh, ph -Trigraph: -tch -Hard/soft c	15 days
Unit 7	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Syllable division -Inflected -es -Hard/soft g -Trigraph: -dge -Open syllables	15 days
Unit 8	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Possessives -Sounds/Suffix of -ed -Magic e: a-e, i-e	15 days
Unit 9	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Magic e: o-e, u-e, e-e -Review of skills -Prefix: re-, un- -Multisyllabic words	15 days

**SCOPE AND SEQUENCE**

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	CONCEPTS COVERED	TIMEFRAME
Unit 10	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Welded sounds -ng, -nk -Vowel teams: ee, ea -Contractions: will, not	15 days
Unit 11	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Vowel teams: ay, ai, oa, ow, -R controlled: ar, or, er -Suffix: -ful, -er, -est	15 days
Unit 12	CC.1.1.1.D	CC.1.1.1.D.1 CC.1.1.1.D.2 CC.1.1.1.D.3	-Phonics Progress Monitoring -End of Lesson Spelling test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Diphthongs: ou, ow, oi, oy -Suffix -less	5 days