



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

**Course Title: Orton Gillingham Phonics**

**Content Area: ELA**

**Grade Level: 2**

**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 COMPONENTS:**

**Big Ideas:**

- Effective readers use appropriate strategies to construct meaning.

**Essential Questions:**

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

**Competencies:**

- Distinguish long and short vowels when reading regularly spelled one syllable words. (CC.1.1.2.D)
- Decode two syllable words with long vowels and words with common prefixes and suffixes. (CC.1.1.2.D)
- Read grade level high frequency sight words and words with inconsistent but common spelling-sound correspondence. (CC.1.1.2.D)
- Read grade appropriate irregularly spelled words. (CC.1.1.2.D)
- Know spelling-sound correspondences for additional common vowel teams. (CC.1.1.2.D)

**ANCHOR STANDARDS:**

- CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.
- CC.1.1.2.D.1 Distinguish long and short vowels when reading regularly spelled one-syllable words.
- CC.1.1.2.D.2 Decode two-syllable words with long vowels and words with common prefixes and suffixes.

**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.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Closed syllable/CVC -Welded sounds: am, an, all, and -Compound words -Initial blends (s, l, r) -Final blends	15 days
Unit 2	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-FSZL -ck rule -Digraphs: ch, sh, th, wh, ph -Trigraph -tch -Welded sounds -ng, -nk	15 days
Unit 3	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Hard/soft c -Hard/soft g -Trigraph -dge Suffix: -s, -es, -er	15 days
Unit 4	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Open syllable -Magic e -Review of skills -Multisyllabic words	15 days

**SCOPE AND SEQUENCE**

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	CONCEPTS COVERED	TIMEFRAME
Unit 5	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Silent consonants: kn, wr, mb, gh, gn -Suffix: -ing, -ed -Sounds of ed -Drop e rule -Prefix: re-, un-	15 days
Unit 6	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Sounds of y -Suffix: -y, -ly, -ment, -er, -est -Double rule -Multisyllabic words	15 days
Unit 7	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Vowel team: ee, ea, ai, ay, oa, ow, oe	15 days
Unit 8	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Closed syllable exceptions -Vowel team: ie, igh, ui, ue, ew	15 days
Unit 9	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Multisyllabic words -Contractions: not, is -Suffix: -ful, -less -R controlled: ar, or, er, ir, ur	15 days

**SCOPE AND SEQUENCE**

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	CONCEPTS COVERED	TIMEFRAME
Unit 10	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Vowel pattern: are, air, ear -Prefix: dis-, non, mis- -Suffix: -ness	15 days
Unit 11	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Diphthong: ou, ow, oi, oy -Sounds of: oo, ey, al -Prefix: pre-, post- -Possessives	15 days
Unit 12	CC.1.1.2.D	CC.1.1.2.D.1 CC.1.1.2.D.2	-Phonics Progress Monitoring -Weekly Spelling Test	-OG Workbooks -OG Lesson Plans -Tracing Mats -OG Shared Resources Drive	-Spelling change f to v - C/le syllable: -ble, -dle, -gle, -ple	5 days