

Kenilworth Public Schools

Curriculum Guide

Content Area: Orton Gillingham

Grade: 2

BOE Approved: 10/11/22

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Submitted by: Alexis Pawlowski and Cynthia Donough

BOE Revision Approved: N/A

Second Grade IMSE OG
July 2022

Concept 1- Review of Short vowels	Concept 2- compound words	Concept 3- ff-ll-ss-zz	Concept 4- Review Open and Closed Syllables	Concept 5- Blends 1-2 weeks 1 week beginning blends. 1 week ending blends.	Concept 6- ang, ing, ong, ung ank, ink, onk, unk
Week 1	Weeks 2	Weeks 3	Weeks 4	Weeks 5-6	Weeks 7
<p><i>Unit Description:</i> CVC Words. A vowel followed by another consonant is usually short. Example: cat, pot, sit, sun, pet</p>	<p><i>Unit Description:</i> Compound words. Putting two words together to make a new word. Often words will relate to each other. For Example: cashbox is a box where someone stores cash</p>	<p><i>Unit Description:</i> 1-1-1 Rule - 1 Syllable, 1 Short Vowel, Ends in s, l, f, z then double</p>	<p><i>Unit Description:</i> 1st Syllable Type (VCCV) When a vowel is followed by a consonant the vowel sound is short and the syllable is closed. Example: nap/kin, bas/ket by</p> <p>2nd Syllable Type (VCV) When a syllable contains a single vowel not followed by another letter, the vowel sound says its name.</p>	<p><i>Unit Description:</i> Unlike the digraph, where two letters come together and make one sound, each sound of a blend is heard but the sounds are blended together.</p>	<p><i>Unit Description:</i> Vowel Units Taught as word endings</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: See attached Red Word List for Assessment starting point 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: Level 1 compound words - sunfish, cashbox, 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: hiss, fuzz, quill, buff, ill 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: napkin, basket, humbug, mitten, cactus 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: r blends: brag, prom, throb, traffic, crocus l 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: fling, prong, hamstring, mustang, sprang, sibling, kingfish, unsung, prank,

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<ul style="list-style-type: none"> ● Suggested Word List: hog, fix, cat, kin, let, van, yip, web ● Suggested Dictation: -The hog saw a pig. -The hog and the pig did a jig. -It can be fun to sit in the sun. -The cat is on the mat. -The dog is on the log. ● Resources: - Students create vowel intensive cards. RR: page 72 -make Cat/Kite rule posters 	<p>pigpen, dishpan, bobcat,upshot, catfish</p> <ul style="list-style-type: none"> ● Suggested Dictation: -The den is dim at sunset. -The shot upset the bobcat. -He got Max a box of catnip. ● Resources: - Students create vowel intensive cards. 	<ul style="list-style-type: none"> ● Suggested Dictation: -Tell Biff to get a bill for the doll. -Can you sell the chess set to Will? -I can yell or buzz the bell. ● Resources: RR: page 76-77 Suggested teaching word families "all" and "oll" RR: 171 	<ul style="list-style-type: none"> ● Suggested Dictation: -Tom got the big magnet for Ben. -A bit of nutmeg is in the napkin. ● Resources:Suggested Teaching "Schwa" RR: 201, M: 69 Syllabication on RR: 80, 108 Suggested Teaching "Schwa" RR: 201 Syllabication on RR: 80, 108 Open/Closed Syllable House Activity can be found on A: 22-23 	<p>blends: blot, slip, glad, fled, split</p> <ul style="list-style-type: none"> ● Suggested Dictation: -Drag the sled to the shed. -Trim the skin on the drum. -The slush will drip from the step. -Tell Glen to brush the big, fat cat. Resources:RR: 86 and 153 Suggested teaching of word families: -ld, -st, -lt, -nd 	<p>stung, inkling, sandbank, anklet, Franklin, inkstand, embankment</p> <ul style="list-style-type: none"> ● Suggested Dictation: -A frog will sing in the spring. -Hang the bell and it will clang. -The gong rang for the throng. -I do not think I can drink ink. -Hank got a blank slip from the bank. -The skunk stunk up the bunk. ● Resources:RR: 94, Vowel Units
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Concept 7- suffix -ed	Concept 8- Magic E	Concept 9- ph	Concept 10- ck (1-1-1 rule)	Concept 11- Vowel Teams Start: ea	Concept 12- Vowel Teams: ee
Weeks 8-9	Weeks 10-11	Week 12	Week 13	Week 14	Week 15

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<p><i>Unit Description:</i> -ed says /id/ when... the base word ends in a /d/ or /t/ sound. (Example: landed, melted) -ed says /d/ when... the base word ends in a voiced sound other than /d/. (Example: spelled, buzzed) -ed says /t/ when... the base word ends in an unvoiced sound other than /t/. (Example: asked, stamped)</p>	<p><i>Unit Description:</i> 3rd Syllable Type (ME) Magic E has the power to jump over one consonant and make the vowel say its name.</p>	<p><i>Unit Description:</i> A digraph--two letters together that make one sound. Words that typically are of Greek Origin will have the ph for the /f/ sound</p>	<p><i>Unit Description:</i> 1-1-1: 1 syllable, 1 short vowel, /k/ sound directly after short vowel. Example: sick, rock ck will never appear together at the beginning of a word.</p>	<p><i>Unit Description:</i> 4th Syllable Type (VT) Long e can be spelled by the letter "e" in an open syllable (e/vil) and Magic E. Long e can also be spelled with ea says /e/. "ea" words are often <i>wet</i> words or <i>dinner</i> words.</p>	<p><i>Unit Description:</i> Long e can be spelled by the letter "e" in an open syllable (e/vil), Magic E, and "ea." Long e can also be spelled withee says /e/. Often nature words.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:/id/ ended, rested, melted, banded, erupted, insulted, drafted, crusted /d/ yelled, spilled, swelled, belonged, dwelled, filled, drilled, spelled /t/ jumped, crushed, helped, cranked, dunked, drenched, camped, clinched ● Suggested Dictation: -I jumped when Pat yelled. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:prime, slime, mandate, inhale, membrane, complete, shipshape, illustrate ● Suggested Dictation: -I like the tone of the tune. -I hope you got a fine tape. -Can you save -His wife made him a fine robe. -It is safe to take the mule home. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:phone, graph, phobic, monograph, dolphin, triumph, phonograph, photo Suggested Dictation: -A prophet can tell what will happen. -Did you fix the phone to make it ring? -Phil did not like the dolphin in the tank. ● Resources: RR: 111 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:check, flock, crack, stuck, trick, potluck, ransack, lipstick ● Suggested Dictation: -Send the sack back. -Quick, get off the truck. -Did the cat lick the chick? -Get the sack back on the truck. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:cream, reach, wheat, sneak, teacup, mealtime, bequeath, impeach ● Suggested Dictation: -I like meat and peas. -Do you like weak tea? -Sit on the seat and read. -The east beach is near the sea. -A cheap dress can have a weak seam. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:bee, deep, bleed, queen, fifteen, canteen, beehive, flaxseed ● Suggested Dictation: -We meet each week. -I need to keep the jeep. -If you peek, you can see. ● Resources:RR: 127

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<p>-Van winked at the cat and jumped on the bed.</p> <p>-Frank and Tim rushed to get a picnic on the grass.</p> <p>-Brad helped his mom scrub the tub.</p> <ul style="list-style-type: none"> Resources: RR: 98-99 & 183-184 (doubling rule) Sample Lesson on A: 36-37 Can make -ed tents for practice 	<p>-A ripe plum will make pure jam</p> <ul style="list-style-type: none"> Resources: Students can create "Magic E" Wands RR: 100, also teach drop rule on RR: 214-215 Sample Lesson on A: 40-41 <p>Could teach Rule on page 188 when adding suffixes that start with vowels or consonants. example: wake + ing = waking, safe + er = safer, safe + ly = safely could teach suffixes ness, less, ful, ly as they commonly follow Magic E words.</p>	<p>1 sound line (digraph VC) **Could use https://www.etymonline.com/ as a tool to teach "ph" words</p>	<p>-The duck will quack to get a snack.</p> <ul style="list-style-type: none"> Resources:RR: 112 <p>This is the 3rd way to spell the /k/ sound. Taught on one sound line. No visual cue when doing dictation **Could teach -dge (65) and -tch (70) at this time.</p>	<ul style="list-style-type: none"> Resources:RR: 119 Sample Lesson on: A:47-48 Could use this to teach about homonyms. Refer to page 117 in RR for guidance Could introduce the idea of "Magic Squares" for extension activity. 	
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<p>Concept 13- Vowel Teams Start: oa</p>	<p>Concept 14- Vowel Teams: oe</p>	<p>Concept 15- Vowel Teams Start: ai</p>	<p>Concept 16- Vowel Teams Start: ay</p>	<p>Concept 17- Bossy r - er (ALL THREE /er/ spellings can be taught over the course of 2 weeks)</p>	<p>Concept 18- Bossy r - ir</p>
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<p>Week 16</p>	<p>Week 17</p>	<p>Week 18</p>	<p>Week 19</p>	<p>Week 20 (20-21)</p>	<p>Week 21</p>
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<p><i>Unit Description:</i> Long o can be spelled by the letter "o" in an</p>	<p><i>Unit Description:</i></p>	<p><i>Unit Description:</i> Long a can be spelled by the letter "a" in an</p>	<p><i>Unit Description:</i> Long a can be spelled by the letter "a" in an</p>	<p><i>Unit Description:</i> 5th Syllable Type: BR</p>	<p><i>Unit Description:</i> 5th Syllable Type: BR</p>
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<p>open syllable (o/mit) and Magic E. Long o can also be spelled with oa says /o/. Usually at the beginning or middle of a word.</p>	<p>Long o can be spelled by the letter "o" in an open syllable (o/mit), Magic E, and "oa." oe says /o/. Usually at the end of a word or syllable.</p>	<p>open syllable (ra/ven) and Magic E. Long a can also be spelled with ai says /a/. Usually at the beginning or middle of a word</p>	<p>open syllable (ra/ven), Magic E, and "ai." ay says /a/. Usually at the end of a word or syllable unless a suffix is added. (Example: play/mate, day)</p>	<p>Most Common. Should be first choice when making a guess how to spell word with Bossy R sound. Suffix -er means "a person who" (teacher) or "comparative" (bigger)</p>	<p>Second most common.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:coach, roast, groan, loaf, cockroach, peacock, reproach, coastline ● Suggested Dictation: -Can I get a loan from the bank? -This road has five holes. -Can a goat croak? -Load the oak on the boat. ● Resources: RR: 122 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:hoe, Joe, doe, foe, oboe, hoecake, pekoe, doeskin ● Suggested Dictation: -You can bake a hoecake on a hoe. -If you stand on tiptoe you will see Ken. ● Resources: RR: 131 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:quail, grain, saint, snail, contain, plaintiff, restraint, mailbox ● Suggested Dictation: -A snail has no tail. -When it rains, it can hail. -A strain and a sprain can pain. ● Resources: RR: 125 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:say, clay, play, tray, crayfish, playtime, maypole, dismay ● Suggested Dictation: -You may stay and play. -Pay the man for the clay. -The hay will sway in the wind. ● Resources:RR: 129 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:perk, herd, term, fern, singer, insert, timber, master ● Suggested Dictation: He is a stern master. My sister is under the fern. If you get the hermit a lantern, he will help you dig. ● Resources:RR: 135-136, 141 Review of suffixes. Base Word + "er" = "a person who" "comparative" 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List:birth, kirt, stir, shirt, birdfeed, virgate, aspirin, girlish ● Suggested Dictation:A bird can chirp in a fir tree. Tell him to confirm the date of birth. The glob of dirt on his shirt made the man squirm. ● Resources:RR: 137

Concept 19-	Concept 20- Bossy r - ar	Concept 21- bossy r - or	Concept 22- Diphthongs - ow	Concept 23- ou	Concept 24- Diphthongs - igh
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Bossy r - ur			(Syllable Pattern v/v)		
Week 22	Week 24 (22)	Week 25 (23)	Week 26 (24)	Week 27 (25)	Week 28 (26)
<p><i>Unit Description:</i> 5th Syllable Type:BR Least common and should be students last choice when guessing how to spell a word with Bossy R sound.</p>	<p><i>Unit Description:</i> 5th Syllable Type: BR Least common and should be students last choice when guessing how to spell word with Bossy R sound.</p>	<p><i>Unit Description:</i> 5th Syllable Type:BR</p>	<p><i>Unit Description:</i> 6th Syllable Type:DT Syllable Division Pattern: V/V (flow/er)</p>	<p><i>Unit Description:</i> 6th Syllable Type: DT called "Gliding Vowel Sounds"</p>	<p><i>Unit Description:</i> Vowel Unit</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: turn, curd, fur, burn, surpass, disturb, concur, burner ● Suggested Dictation: I can hurl the stone. Do not let the meat burn. The pipe under the sink burst. ● Resources: RR: 139 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: turn, curd, fur, burn, surpass, disturb, concur, burner ● Suggested Dictation: That is a sharp dart. A star shines in the dark. The cart is in a barn on the farm. ● Resources: RR: 154 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: fork, storm, forlorn, north, forgave, corner, scorch, border ● Suggested Dictation: Do not scorch the corn. The sting of a hornet hurts. ● Resources: RR: 156 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: scowl, crowd, clown, drown, flower, trowel, downer, owlish ● Suggested Dictation: She had a brown velvet gown. The dog will scowl if you growl. ● Resources:RR: 142 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: found, crouch, cloud, stout, outwit, cloudburst, compound, surmount ● Suggested Dictation: Tim will slouch if he sits on our couch. A loud sound came from the spout. ● Resources:RR: 145-46 ● Could introduce syllable pattern v/v since its been taught and vowel teams have been reviewed. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: flight, bright, high, sight, highway, nightlight, highness,spotlight ● Suggested Dictation: Is the light off at night? The rope is high and tight. ● Resources:RR: 146

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				<ul style="list-style-type: none"> • **be careful with Adjacent Vowels, called "unstable digraphs (vowel teams.) (Example: o/a/sis) examples can be found on • RR: 177 	
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<p>Concept 25- C-le **As per RR, end of 2nd grade skills**</p>	<p>Concept 26- oo (zoo)</p>	<p>Concept 27- y as a vowel</p>	<p>Concept 28- hard & soft c</p>	<p>Concept 29- hard & soft g</p>	<p>Concept 30- aw</p>
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Week 29 (27)	Week 30 (28)	Week 31 (29)	Week 32 (30)	Week 33 (31)	Week 32
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<p><i>Unit Description:</i> 7th Syllable Type: C-le (Never on blending board) Doubling Rule: When C-le follows a short vowel sound, the first letter of the ending is usually doubled. When C-le follows a long vowel sound, the first letter is not doubled.</p>	<p><i>Unit Description:</i> oo says /oo/ like in zoo. The /oo/ sound typically comes in the middle or end of a syllable. You will very rarely have oo says /oo/ at the beginning of a word.</p>	<p><i>Unit Description:</i> The letter y can be a consonant and a vowel. It acts as a consonant only in the initial position. As a vowel it can make 3 sounds. 1. y = long e in an unaccented syllable. MUST be more than one syllable. (Example: baby, happy) 2. y = long i in an accented syllable or with magic e</p>	<p><i>Unit Description:</i> c says /k/ when followed by an: a, o, u (Example: cat, cow, cup) c says /s/ when followed by an: e, i, y (Exmample: cent, cinch, cymbol)</p>	<p><i>Unit Description:</i> g says /g/ when followed by an: a, o, u (Example: got, gate, gut) g says /j/ when followed by an: e, i, y (Example: gem, age, magic, gym) Beware of the rule breakers! get, give, girl, gill, gift</p>	<p><i>Unit Description:</i> Part of the three (au)s aw as in straw Typically found at the end of a word or syllable with the exception of a few words like lawn and shawl. These words that have aw in the middle of a word often come before n or l</p>
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		(Example: de/ny, Ju/ly, type) 3. y = short i in the middle of the syllable (Example: gym, symbol)			
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: muzzle, kettle, ladle, title, griddle, stifle, grumble, example ● Suggested Dictation: Can you juggle an apple and a pebble? A snake can wiggle and waggle in the jungle. ● Resources: RR: 147 <p>Example words on page 149 Extension activity: "Twins or Not Twins" Syllable sorts</p>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: zoo, coop, noodle, mushroom, bloom, droop, poodle, boost ● Suggested Dictation: It is cool in the pool. The plant on the stool is in bloom ● Resources: RR: 158 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List :long e - baby, candy, bunny, mommy, funny: long i - fly, try, cry, reply, style, type: short i - gym, lymph, symbol, hymn, gypsy ● Suggested Dictation: Decodable sentences for Reading. Pam is shy and may cry. Why did that fly land in my dish of yams? ● Resources: RR: 159-161 <p>Can refer back to page 150 "Consonant-y" endings Suggested Teaching-- The Change Rule RR: 217 Review Suffix -ly "in a certain way." Review of Adjectives</p>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: hard c: class, crib, crust, came, cave, cone carpet soft c: cent, place, cell, cinder, trace, lace, twice ● Suggested Dictation: Grace got gold lace to trim her gown. Nancy fell on the ice twice. ● Resources: RR: 162-163 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: hard g: grin, gulf, gate, game, glide, globe soft g: magic, wage, margin, ginger, germ, page ● Suggested Dictation: He did not tell the age of the gem. How did you manage to make that strange gesture? ● Resources: RR: 164-166 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: law, flaw, straw, dawn, crawfish, crawl, outlaw, seesaw, jaw ● Suggested Dictation: The hawk had a big claw. I yawn when I get up at dawn. ● Resources: RR: 168

Concept 33- au	Concept 34- oi	Unit 35- oy
Week 33	Week 34	Week 35
<p><i>Unit Description:</i> Part of the three (au)s aw as in August Typically found at the beginning or middle of a word.</p>	<p><i>Unit Description:</i> Diphthong (DT) oi is usually within a word and sometimes at the beginning. Example explanation: o-i together make a sound like a pig, saying oink, oink, oink.</p>	<p><i>Unit Description:</i> Diphthong (DT) oy tends to be found at the end of a word or syllable. "Y looks like a letter with a tail. A puppy has a tail at the end of him. Oy tends to be found at the end of a word because of the tail on the y."</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: Paul, maul, auto, fraud, autograph, August, launch, vault, fault ● Suggested Dictation: Paul left the cash in the vault. It will be hard to haul the auto up the steep grade. ● Resources: RR:170 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: oil, oink, toil, soil, coil, thyroid, poison, voice, point, broil ● Suggested Dictation: Do not boil the oil. Dad likes to eat a choice cut of sirloin. ● Resources: RR: 172 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: ● Suggested Word List: toy, coy, enjoy, destroy, voyage, boycott, decoy, oyster ● Suggested Dictation: The boy will like the toy. It is a joy to eat an oyster. ● Resources: RR: 174