



Expanded Classroom Educator Course

CONTENT AREAS:

The Orton-Gillingham Approach (OG) and the Orton-Gillingham Academy (OGA)

- History and Essential Characteristics of the OG Approach
- Purpose and Philosophy of the OG Academy
- An Approach Versus A Program
- OGA Guiding Principles

Language Development

- Typical Language and Motor Developmental Milestones
- Contributions of Environment, Culture and Social Factors Related to Literacy Acquisition
- Chall's Stages of Reading Development and Ehri's Phases of Reading Development
- National Reading Panel (NRP) - Five Essential Components of Effective Reading
- English Language Systems

The Reading Brain

- Basic Understanding of the Anatomy, Physiology and the Development of the Reading Brain
- Current Brain Research and Effects of Intervention

What Is Dyslexia?

- Dyslexia Defined
- Phonological Processing as a Core Deficit of Dyslexia
- What is meant by a Double Deficit?
- Factors Affecting Literacy Acquisition
- Warning Signs, Characteristics, and Challenges of the Dyslexic Learner
- Dyslexia on a Continuum
- Comorbid Learning Disorders: ADHD, Dysgraphia, Dyscalculia, Executive Functioning Difficulties
- Current Federal & State Legislation Regarding Dyslexia

- Differences between Warning Signs, Screening Results, and a Clinical Diagnosis of Dyslexia

Phonological and Phonemic Awareness

- Definition of Terms: Phonological Awareness, Phoneme, Phonemic Awareness
- Phonological Awareness Skills as the Foundation for Reading Acquisition
- Phonemes: Brief lesson in speech anatomy and physiology
- Hierarchy of Skills Within the Phonological Awareness Continuum
- Assessment and Application

Phonics

- Terms and Definitions:
- Alphabetic Principle - Foundation of Both Reading & Spelling Instruction
- Phonics instruction includes practice and application of the following topics and/or techniques:
 - sound/symbol correspondence
 - basic sound deck drill cards with key word associations
 - strategies to aid memory and retrieval for phonograms and spelling rules
 - strategies to protect reading and spelling success
 - practice creating phonetically-controlled word lists and connected text
 - practice adapting a commercially produced connected text to align with a particular skill with the presented scope & sequence
 - overlearning as a strategy
 - activities to support generalizations
 - review and practice administering informal testing to guide instruction

Brief History of the English Language

- Evolution of the alphabet
- Logic of the alphabetic principle
- Origins of English
- Layers of English : Anglo-Saxon, Latin, and Greek

Basic Morphology

- Define: morpheme, prefix, base (root), inflectional suffix, derivational suffix
- Morphophonemic Nature of English
- Why teach morphology?
- The role of morphology in decoding, spelling, vocabulary development, and reading comprehension
- Teaching common suffixes
 - Inflectional suffixes: -s, -es, -ing, -ed, -er, -est
 - Derivational suffixes: -y, -er, -ful, -less, -ment, -ness, -able
- Use of morphemes for word attack and word analysis

- The Three Great Spelling Rules: 1-1-1 Doubling Rule, Drop e Rule, Change y to i Rule
- Morphological Awareness
- Practical application across the curriculum
- Morphology in Action: Brief overview of reading and spelling instruction

Handwriting

- Importance of teaching handwriting
 - Current research in the field
 - Topics of Discussion:
 - orthographic loop, print vs. cursive, typical handwriting development,
 - important considerations (posture, paper position, pencil grip, etc.)
 - letter formation guidance as well as tips and tricks.
- Understanding the Characteristics of Dysgraphia

Reading Fluency

- Reading fluency defined: A bridge between phonics and comprehension
- Reading Fluency Development
- Scarborough's Reading Rope & The Simple View Of Reading
- Developing and Supporting Reading fluency, comprehension, and student motivation
 - Accuracy and Automaticity
 - Assessing reading rate in individuals with dyslexia
 - Oral Reading Rate Needed for Comprehension
- Techniques and methods for building and monitoring fluency
- Technology to support students accessing text when oral reading fluency is a challenge

Vocabulary & Semantics

- Semantics Defined
 - Basic knowledge of semantic building blocks: concept words or categories, content words, function words, synonyms, antonyms, multiple meaning words
- Vocabulary Defined - Types of Vocabulary
 - Receptive vocabulary versus expressive vocabulary
 - Scarborough's Reading Rope & The Simple View Of Reading-
 - The role of vocabulary in skilled reading
- Factors Contributing to Vocabulary Knowledge
- Exposure - Impact of exposure on vocabulary growth and development
 - The Matthew Effect
- Language Processing Ability - Impact of dyslexia and other language disorders on vocabulary growth and development
- Cognitive Ability - Impact of intelligence on vocabulary growth and development
- Direct Vocabulary Instruction defined as explicit and targeted vocabulary instruction
 - How do teachers identify what words to teach?
 - Three Tiers of vocabulary words

- Identifying and teaching Tier 2 vocabulary words
 - Vocabulary Instruction Routine
 - Strategies to establish a vocabulary routine before, during, and after reading
- Indirect Vocabulary Instruction
 - Context Clue Strategies
- Dictionary: Build alphabet knowledge and dictionary skills

Listening and Reading Comprehension

- Important Understanding: The goal of reading is comprehension.
- Scarborough's Reading Rope and the Simple View of Reading
 - Reading comprehension is an outcome of multiple language comprehension and word recognition skills
- Understanding the reciprocal relationships between listening comprehension, oral language, reading comprehension, and written expression
- Text Structure: Narrative versus Expository/Informational
- Instruction of comprehension strategies to include 1) Direct Explanation, 2) Modeling, 3) Guided Practice, and 4) Application
- The Teacher's Role as a model and language mediator in text comprehension instruction

Written Expression

- Reading Comprehension and Written Expression are interdependent and reciprocal in nature
 - Sentence structure and sentence-level activities
- Syntax and Text Structure Instruction in an OG Lesson
 - Sentence Structure - Review simple grammar, punctuation, and syntax
 - Diagramming Sentences
 - Writing Sentences
 - Kernel sentence
 - Sentence expansion
 - Self-Editing Strategies for Students
 - Strategies for Teaching the Four Sentence Types
 - Review the elements of a basic paragraph: topic sentence, supporting sentences, concluding sentence
 - Use of technology for students experiencing ongoing limitations in written expression

Orton-Gillingham Lesson Plan

- Orton-Gillingham Academy Lesson Components:
 - Identifying information: teacher name, student name
 - Lesson and student work numbered and dated in order of instruction
 - Clear lesson objectives for new skill and targeted review

- Notation of Errors (previous and in real-time)
- Word Play - Phonological/phonemic/morphological awareness activity
- Handwriting
- Learned Word Instruction using Trace, Cover, Copy, Close
- PART ONE: SOUND DRILL
- PART TWO: REVIEW AND REINFORCEMENT
- PART THREE: NEW INFORMATION/FOCUS OR TARGETED REVIEW
- Syllable Division according to student needs
- Connected Text
- Application: Build an Orton-Gillingham Lesson

OGA Classroom Educator Level Practicum and Requirements

- Review OGA website
- OGA Code of Ethics
- Classroom Educator Level Practicum
- Next Steps: Question/Answer