

The Basics of Orton Gillingham/Structured Literacy

Regional Professional Development Academy
Tuesday, November 12, 2024
9 AM - 1 PM

Elizabeth Kenny-Foggin
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 M.S., M.A., LDT-C.
 OG Trainer/Teacher (MSLEC),
 OG Therapist (MSLEC),
 Structured Literacy Dyslexia Specialist (CDER),
 Dyslexia Specialist (FDU)

Agenda: 9 AM-1 PM

- ☐ Introductions
- ☐ What is the Orton Gillingham Approach?
- ☐ History of OG
- ☐ Dyslexia - Definition & Prevalence
- ☐ Structured Literacy (SL) - Elements & Principles
- ☐ National Reading Panel – Five reading components
- ☐ Sensory Systems and Learning
- ☐ Structured Literacy Lesson Plan Format & Activities

Break: 10:30 – 10:40 AM

Break 12-12:10 PM

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Today's Objectives...

- Introduction to the Orton Gillingham (Structured Language Literacy) methodology and principles that support student reading and writing development, at all grade levels;
- Introduce the five components of the Science of Reading: phonemic awareness; phonics, vocabulary, comprehension, and reading fluency;
- Provide information related to Dyslexia and other language-based disorders, and its impact on students at-risk learning to read and write, including students identified with Dyslexia, and other language-based disorders;

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Today's Objectives

- The connection between teaching reading and writing, and using the Orton Gillingham (structured literacy) approach
- The connection between the brain's constructs and learning.
- Using a multisensory, systematic, and cumulative approach to support student development in the essential areas of reading and writing, as identified by reading researchers; and
- Present effective strategies and activities to support structured language instruction that promote student academic improvement and achievement.

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Orton Gillingham Approach

What is an Orton Gillingham Approach?

What is Structured Literacy?



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Orton Gillingham Approach



Structured Literacy

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Structured Literacy (SL)

- ✓ SL is a science-based, structured approach to literacy instruction.
- ✓ SL supports students through the development of key skills required to be efficient and accurate decoders.
- ✓ These skills lead to strong word identification, which increases and develops deeper text comprehension.

(IDA, 2015)

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What is the Orton Gillingham Approach?

- It is a multisensory approach of teaching language-related academic skills focusing on the structure and use of sounds, syllable, word, sentences, and written discourse.
- Instruction is multisensory, direct, explicit, systematic, cumulative, and sequential.



Orton & Gillingham

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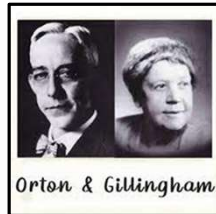
History of Orton Gillingham

History

Dr. Samuel T. Orton

Samuel Orton

- Neuropsychiatrist and pathologist
- Combined neuroscience & remediation
- Studies began in 1920's
- Language processing difficulties; *Word Blindness*, now *Dyslexia*
- Multisensory instruction



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Anna Gillingham

Anna Gillingham

- Educator & psychologist
- Instructional materials for teaching phonemes and morphology
- She was co-founder of the Orton Society, a national organization promoting research and treatment of language disabilities



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Anna Gillingham

"It doesn't really matter how a child got to be the way he is; it is our job as teachers to make him successful in school."



(Hony & Buckley, 1999, p. 90)

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Anna Gillingham

"The success of your students will depend upon your skill as a teacher."



(Hony & Buckley, 1999, p. 90)

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Bessie Stillman & Anna Gillingham

Bessie Stillman

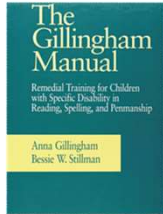
- o Worked with Anna Gillingham, and together, they produced the Gillingham-Stillman manual.
- o Today the manual is called the Orton-Gillingham method.
- o Bessie Stillman and Anna Gillingham completed the manual around 1935.



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Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship



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Structured Language & Teacher Knowledge

Reading researchers have been studying reading, struggling readers and the importance of teacher knowledge instructing students to learn to read.



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Dyslexia

International Dyslexia Association (IDA) defines **dyslexia** as "a **specific learning disability** that is **neurological** in origin. It is characterized by **difficulties with accurate and/or fluent word recognition** and by **poor spelling and decoding abilities**. These difficulties typically result from a **deficit in the phonological component** of language that is often **unexpected** in relation to other cognitive abilities and the provision of effective classroom instruction. **Secondary consequences** may include **problems in reading comprehension** and reduced reading experience that can impede growth of **vocabulary and background knowledge**."

(IDA, 2002)

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Prevalence

- ★ About 13–14% of the school population nationwide qualifies for special education.
- ★ One-half of all special education students have a learning disability (LD) (6–7%).
- ★ About 85% have a learning disability in reading and/or language processing.
- ★ As many as 15–20% of the population have symptoms of Dyslexia.
- ★ Not all students qualify for special education, but many struggle academically.
- ★ Impacts all ethnicities, backgrounds, socioeconomic status, and intellectual levels
- ★ Family history: 50% of children of dyslexic parents are prone to have dyslexia.

IDA, <https://dyslexia.org/dyslexia-basics/>

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Why Be Concerned?



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Higher Education and Remedial Students

- ✓ Many colleges enroll students who are **not** prepared for higher education.
- ✓ More than half-a-million enrolling students are not ready for college-level work

The Hastings Report



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Higher Education and Remedial Students

For many of these struggling students, unless they take and pass remedial classes (i.e., math/reading) they can not move on to college-level, credit bearing courses.

The Hastings Report

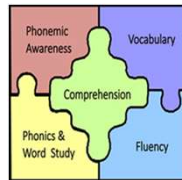


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Structured Literacy

What is Structured Literacy?

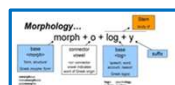
- ✓ A science-based, structured approach to literacy instruction.
- ✓ SL must provide explicit, systematic, engaging, multisensory, and developmentally appropriate instruction.
- ✓ SL teaches students the key skills they need to become efficient and accurate decoders.
- ✓ SL skill areas support strong word identification but also to deeper text comprehension.



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Structured Literacy

- ✓ Phonology
- ✓ Orthography
- ✓ Syntax
- ✓ Morphology
- ✓ Semantics
- ✓ Discourse



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Sampling: Orton-Gillingham Programs



- ✓ The Gillingham Manual
- ✓ Language Tool Kit
- ✓ The Sondag System
- ✓ Wilson Reading Program
- ✓ Phonics First
- ✓ S.P.I.R.E.
- ✓ Recipe for Reading
- ✓ Slingerland Method
- ✓ Lindamood-Bell
- ✓ Language Essentials for Teachers of Reading/Spelling



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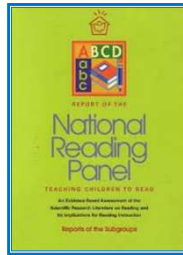
BUYER BEWARE!

**National Reading
Panel (2000)**

The National Reading Panel (NRP)

- In 1997, the National Reading Panel (NRP) (2000) was convened by the United States Congress, to identify best practices used in teaching reading.
- Congress appointed members to the NRP that, at that time, were the nation's top literacy researchers and policymakers.
- The NRP summary included an analysis of approaches used in the nation's schools.

(NRP, 2000; Shanahan & Lonigan, 2013)



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Five essential components, referred to as the "**Science of Reading**," were identified:

- ✓ **Phonemic awareness**
- ✓ **Phonics**
- ✓ **Fluency**
- ✓ **Vocabulary**
- ✓ **Comprehension**



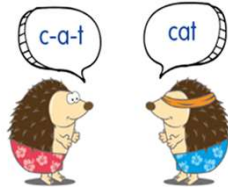
(NSD, 2008)
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**Structured Literacy
Elements**

Phonology

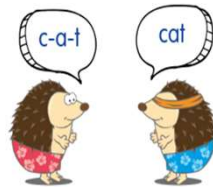
- ✓ The study of sounds and how they work.
- ✓ A phoneme is the smallest unit of sound
- ✓ Phonological awareness is understanding the internal linguistic structure of words.
- ✓ Example: segment words



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Phonemic Awareness

Phonemic awareness is defined as one's ability to auditorily isolate and manipulate sounds in words, using oral segmenting and blending to support children's ability to learn the alphabetic principle, as they engage in learning to read and spell.



(Bischof, 2011; IDA, 2019, 2014)

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Phonemic Awareness (PA)

PA: manipulation of the **sounds** within a word **or** syllable

b e g
/b/ /ě/ /g/

indent

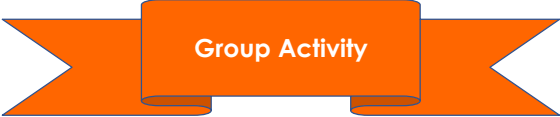
/ĩ/ /n/ - /d/ /ě/ /n/ /t/

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**Types
of
Phonemic
Awareness**

**Rhyming
Segmentation
Isolation
Deletion
Substitution
Blending**

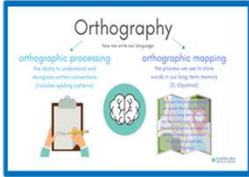
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Group Activity

Orthography

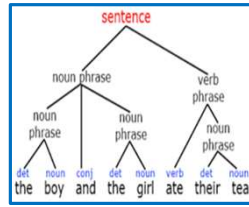
- ✓ Orthography is the writing system of a language.
- ✓ Orthographic processing is the ability to understand and recognize writing conventions, and when words contain correct or incorrect spellings.



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Syntax

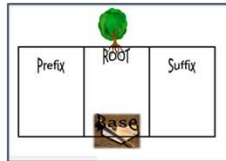
- ✓ Arrangement of words & phrases to create well-formed sentences
- ✓ Syntax includes grammar and the structure or rules of written/spoken language.



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Morphology

- ✓ The study of words and their parts.
- ✓ Morphemes are smallest meaningful morphological units of a language that cannot be further divided.
- ✓ Morphemes can be divided into prefixes, suffixes, and roots/bases.

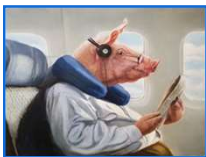


rē/ ject /ed

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Semantics

The meaning of words and relationships among words used to communicate.



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Discourse

Discourse is spoken or written language.



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SL (OG) Principles

Principles

Multisensory

Systematic

Cumulative

Sequential

Direct & Explicit

Diagnostic

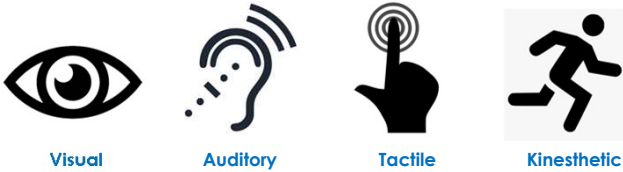
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Multisensory

Multisensory Strategies

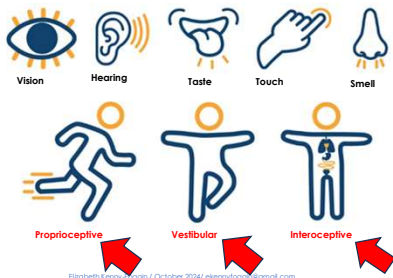
Activating multiple pathways of the brain during learning.



A multisensory approach is valuable to many, but required and essential for a student diagnosed with Dyslexia!

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But, did you know?



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Multisensory Strategies to Consider...

"Talk to Your Pencil"



"Call the COPS."



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Multisensory Strategies to Consider...

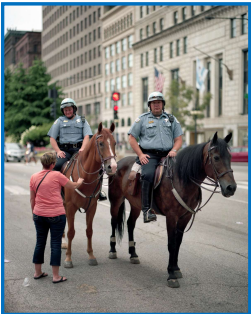
Trace & Say



Fingerspelling



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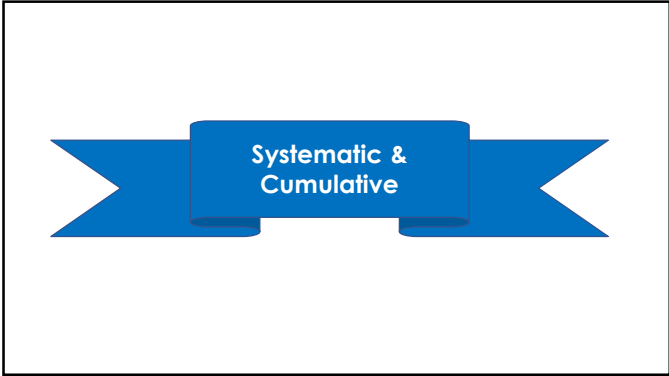
Capitalization

Organization

Punctuation


Spelling

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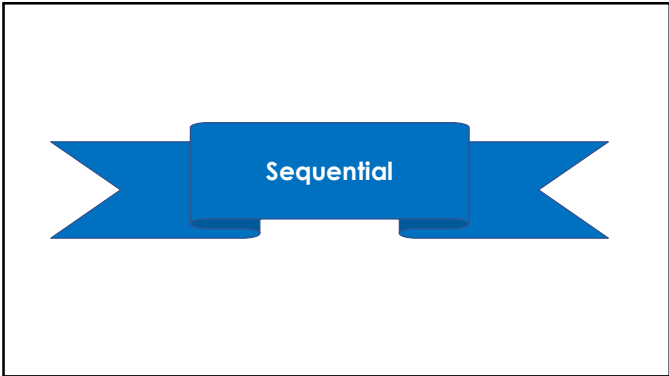
Systematic & Cumulative

- ✓ **Predetermined Scope & Sequence**
 - Order of introduction of concepts
- ✓ **Cumulative Review**
 - Each lesson includes substantial review of previously taught concepts/skills



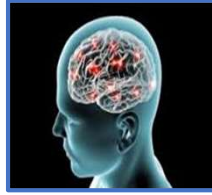
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Sequential

- ✓ Review of **previously learned skills** before teaching new skill
- ✓ Each skill is built upon **previously taught skills**.
- ✓ Lessons "**activate**" a student's mind through **review**.



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Explicit & Direct Instruction

Explicit & Direct Instruction

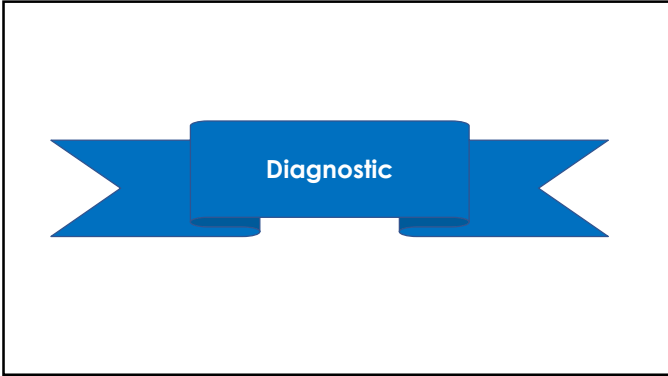
Direct, explicit, and deliberate
continuous interaction between
a teacher and a student(s)



Dr. Anita Archer on Explicit Instruction


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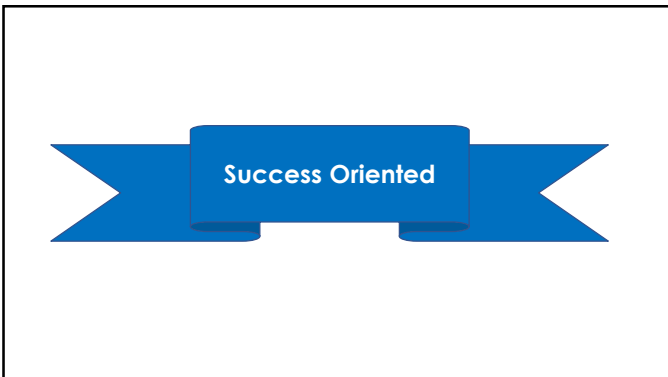


Diagnostic

- ✓ Ongoing teacher assessment
- ✓ Teacher uses eliciting questions and error correction procedures
- ✓ Teacher monitors and adjusts
- ✓ During lessons, teacher makes notes on progress for planning future lessons



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Success Oriented

All aspects of a structured literacy lesson are designed for **student success**.

- ☐ **Individualized***
 - ☐ lessons created for each student
- ☐ **Positive Reinforcement**
 - ☐ constant use of praise and encouragement
- ☐ **Multisensory** approach/strategies
 - ☐ Visual, Auditory, Kinesthetic, Tactile & more
- ☐ Student work is designed for **success**
 - ☐ Word lists read with 90% accuracy.
 - ☐ Controlled reading-read with 95% accuracy.



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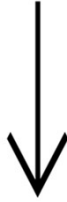
Group Activity

Structured Literacy
Assessment

Structured Literacy Sample Scope & Sequence

Grades K-4

- Initial consonants
- Short vowels
- Blends & digraphs
- Syllable types
- Vowel teams
- Vowel diphthongs
- Phonemes
- Syllabication patterns
- Soundable affixes
- Spelling rules
- "Red"** words



Grades 4 & Higher

- Higher-level vowel teams
- Higher-level affixes
- Roots
- Advanced roots
- Higher-level spelling rules
- Higher-level phonemes
- Silent-letter pairs
- Connectives
- Chameleon prefixes
- Greek combining forms

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Scope & Sequence

| Developmental Literacy Scope/Sequence | | | | |
|---------------------------------------|----------|------------------|------------------------|--------------------|
| Start/Weeks | Concepts | Consonant Blends | Vowel Consonant Blends | Consonant Digraphs |
| 1 | a | ay | ai | ea |
| 2 | e | ee | ei | ea |
| 3 | i | ie | ie | ea |
| 4 | o | oo | oe | ea |
| 5 | u | uu | ue | ea |
| 6 | y | yy | ye | ea |
| 7 | ph | ph | ph | ph |
| 8 | ch | ch | ch | ch |
| 9 | sh | sh | sh | sh |
| 10 | th | th | th | th |
| 11 | ss | ss | ss | ss |
| 12 | ff | ff | ff | ff |
| 13 | ll | ll | ll | ll |
| 14 | rr | rr | rr | rr |
| 15 | tt | tt | tt | tt |
| 16 | dd | dd | dd | dd |
| 17 | nn | nn | nn | nn |
| 18 | kk | kk | kk | kk |
| 19 | gg | gg | gg | gg |
| 20 | bb | bb | bb | bb |
| 21 | pp | pp | pp | pp |
| 22 | mm | mm | mm | mm |
| 23 | jj | jj | jj | jj |
| 24 | zz | zz | zz | zz |
| 25 | xx | xx | xx | xx |
| 26 | yy | yy | yy | yy |
| 27 | ww | ww | ww | ww |
| 28 | vv | vv | vv | vv |
| 29 | uu | uu | uu | uu |
| 30 | tt | tt | tt | tt |
| 31 | ss | ss | ss | ss |
| 32 | rr | rr | rr | rr |
| 33 | qq | qq | qq | qq |
| 34 | pp | pp | pp | pp |
| 35 | nn | nn | nn | nn |
| 36 | mm | mm | mm | mm |
| 37 | ll | ll | ll | ll |
| 38 | kk | kk | kk | kk |
| 39 | jj | jj | jj | jj |
| 40 | ii | ii | ii | ii |
| 41 | hh | hh | hh | hh |
| 42 | gg | gg | gg | gg |
| 43 | ff | ff | ff | ff |
| 44 | ee | ee | ee | ee |
| 45 | dd | dd | dd | dd |
| 46 | cc | cc | cc | cc |
| 47 | bb | bb | bb | bb |
| 48 | aa | aa | aa | aa |
| 49 | zz | zz | zz | zz |
| 50 | yy | yy | yy | yy |
| 51 | xx | xx | xx | xx |
| 52 | ww | ww | ww | ww |
| 53 | vv | vv | vv | vv |
| 54 | uu | uu | uu | uu |
| 55 | tt | tt | tt | tt |
| 56 | ss | ss | ss | ss |
| 57 | rr | rr | rr | rr |
| 58 | qq | qq | qq | qq |
| 59 | pp | pp | pp | pp |
| 60 | nn | nn | nn | nn |
| 61 | mm | mm | mm | mm |
| 62 | ll | ll | ll | ll |
| 63 | kk | kk | kk | kk |
| 64 | jj | jj | jj | jj |
| 65 | ii | ii | ii | ii |
| 66 | hh | hh | hh | hh |
| 67 | gg | gg | gg | gg |
| 68 | ff | ff | ff | ff |
| 69 | ee | ee | ee | ee |
| 70 | dd | dd | dd | dd |
| 71 | cc | cc | cc | cc |
| 72 | bb | bb | bb | bb |
| 73 | aa | aa | aa | aa |
| 74 | zz | zz | zz | zz |
| 75 | yy | yy | yy | yy |
| 76 | xx | xx | xx | xx |
| 77 | ww | ww | ww | ww |
| 78 | vv | vv | vv | vv |
| 79 | uu | uu | uu | uu |
| 80 | tt | tt | tt | tt |
| 81 | ss | ss | ss | ss |
| 82 | rr | rr | rr | rr |
| 83 | qq | qq | qq | qq |
| 84 | pp | pp | pp | pp |
| 85 | nn | nn | nn | nn |
| 86 | mm | mm | mm | mm |
| 87 | ll | ll | ll | ll |
| 88 | kk | kk | kk | kk |
| 89 | jj | jj | jj | jj |
| 90 | ii | ii | ii | ii |
| 91 | hh | hh | hh | hh |
| 92 | gg | gg | gg | gg |
| 93 | ff | ff | ff | ff |
| 94 | ee | ee | ee | ee |
| 95 | dd | dd | dd | dd |
| 96 | cc | cc | cc | cc |
| 97 | bb | bb | bb | bb |
| 98 | aa | aa | aa | aa |
| 99 | zz | zz | zz | zz |
| 100 | yy | yy | yy | yy |
| 101 | xx | xx | xx | xx |
| 102 | ww | ww | ww | ww |
| 103 | vv | vv | vv | vv |
| 104 | uu | uu | uu | uu |
| 105 | tt | tt | tt | tt |
| 106 | ss | ss | ss | ss |
| 107 | rr | rr | rr | rr |
| 108 | qq | qq | qq | qq |
| 109 | pp | pp | pp | pp |
| 110 | nn | nn | nn | nn |
| 111 | mm | mm | mm | mm |
| 112 | ll | ll | ll | ll |
| 113 | kk | kk | kk | kk |
| 114 | jj | jj | jj | jj |
| 115 | ii | ii | ii | ii |
| 116 | hh | hh | hh | hh |
| 117 | gg | gg | gg | gg |
| 118 | ff | ff | ff | ff |
| 119 | ee | ee | ee | ee |
| 120 | dd | dd | dd | dd |
| 121 | cc | cc | cc | cc |
| 122 | bb | bb | bb | bb |
| 123 | aa | aa | aa | aa |
| 124 | zz | zz | zz | zz |
| 125 | yy | yy | yy | yy |
| 126 | xx | xx | xx | xx |
| 127 | ww | ww | ww | ww |
| 128 | vv | vv | vv | vv |
| 129 | uu | uu | uu | uu |
| 130 | tt | tt | tt | tt |
| 131 | ss | ss | ss | ss |
| 132 | rr | rr | rr | rr |
| 133 | qq | qq | qq | qq |
| 134 | pp | pp | pp | pp |
| 135 | nn | nn | nn | nn |
| 136 | mm | mm | mm | mm |
| 137 | ll | ll | ll | ll |
| 138 | kk | kk | kk | kk |
| 139 | jj | jj | jj | jj |
| 140 | ii | ii | ii | ii |
| 141 | hh | hh | hh | hh |
| 142 | gg | gg | gg | gg |
| 143 | ff | ff | ff | ff |
| 144 | ee | ee | ee | ee |
| 145 | dd | dd | dd | dd |
| 146 | cc | cc | cc | cc |
| 147 | bb | bb | bb | bb |
| 148 | aa | aa | aa | aa |
| 149 | zz | zz | zz | zz |
| 150 | yy | yy | yy | yy |
| 151 | xx | xx | xx | xx |
| 152 | ww | ww | ww | ww |
| 153 | vv | vv | vv | vv |
| 154 | uu | uu | uu | uu |
| 155 | tt | tt | tt | tt |
| 156 | ss | ss | ss | ss |
| 157 | rr | rr | rr | rr |
| 158 | qq | qq | qq | qq |
| 159 | pp | pp | pp | pp |
| 160 | nn | nn | nn | nn |
| 161 | mm | mm | mm | mm |
| 162 | ll | ll | ll | ll |
| 163 | kk | kk | kk | kk |
| 164 | jj | jj | jj | jj |
| 165 | ii | ii | ii | ii |
| 166 | hh | hh | hh | hh |
| 167 | gg | gg | gg | gg |
| 168 | ff | ff | ff | ff |
| 169 | ee | ee | ee | ee |
| 170 | dd | dd | dd | dd |
| 171 | cc | cc | cc | cc |
| 172 | bb | bb | bb | bb |
| 173 | aa | aa | aa | aa |
| 174 | zz | zz | zz | zz |
| 175 | yy | yy | yy | yy |
| 176 | xx | xx | xx | xx |
| 177 | ww | ww | ww | ww |
| 178 | vv | vv | vv | vv |
| 179 | uu | uu | uu | uu |
| 180 | tt | tt | tt | tt |
| 181 | ss | ss | ss | ss |
| 182 | rr | rr | rr | rr |
| 183 | qq | qq | qq | qq |
| 184 | pp | pp | pp | pp |
| 185 | nn | nn | nn | nn |
| 186 | mm | mm | mm | mm |
| 187 | ll | ll | ll | ll |
| 188 | kk | kk | kk | kk |
| 189 | jj | jj | jj | jj |
| 190 | ii | ii | ii | ii |
| 191 | hh | hh | hh | hh |
| 192 | gg | gg | gg | gg |
| 193 | ff | ff | ff | ff |
| 194 | ee | ee | ee | ee |
| 195 | dd | dd | dd | dd |
| 196 | cc | cc | cc | cc |
| 197 | bb | bb | bb | bb |
| 198 | aa | aa | aa | aa |
| 199 | zz | zz | zz | zz |
| 200 | yy | yy | yy | yy |
| 201 | xx | xx | xx | xx |
| 202 | ww | ww | ww | ww |
| 203 | vv | vv | vv | vv |
| 204 | uu | uu | uu | uu |
| 205 | tt | tt | tt | tt |
| 206 | ss | ss | ss | ss |
| 207 | rr | rr | rr | rr |
| 208 | qq | qq | qq | qq |
| 209 | pp | pp | pp | pp |
| 210 | nn | nn | nn | nn |
| 211 | mm | mm | mm | mm |
| 212 | ll | ll | ll | ll |
| 213 | kk | kk | kk | kk |
| 214 | jj | jj | jj | jj |
| 215 | ii | ii | ii | ii |
| 216 | hh | hh | hh | hh |
| 217 | gg | gg | gg | gg |
| 218 | ff | ff | ff | ff |
| 219 | ee | ee | ee | ee |
| 220 | dd | dd | dd | dd |
| 221 | cc | cc | cc | cc |
| 222 | bb | bb | bb | bb |
| 223 | aa | aa | aa | aa |
| 224 | zz | zz | zz | zz |
| 225 | yy | yy | yy | yy |
| 226 | xx | xx | xx | xx |
| 227 | ww | ww | ww | ww |
| 228 | vv | vv | vv | vv |
| 229 | uu | uu | uu | uu |
| 230 | tt | tt | tt | tt |
| 231 | ss | ss | ss | ss |
| 232 | rr | rr | rr | rr |
| 233 | qq | qq | qq | qq |
| 234 | pp | pp | pp | pp |
| 235 | nn | nn | nn | nn |
| 236 | mm | mm | mm | mm |
| 237 | ll | ll | ll | ll |
| 238 | kk | kk | kk | kk |
| 239 | jj | jj | jj | jj |
| 240 | ii | ii | ii | ii |
| 241 | hh | hh | hh | hh |
| 242 | gg | gg | gg | gg |
| 243 | ff | ff | ff | ff |
| 244 | ee | ee | ee | ee |
| 245 | dd | dd | dd | dd |
| 246 | cc | cc | cc | cc |
| 247 | bb | bb | bb | bb |
| 248 | aa | aa | aa | aa |
| 249 | zz | zz | zz | zz |
| 250 | yy | yy | yy | yy |
| 251 | xx | xx | xx | xx |
| 252 | ww | ww | ww | ww |
| 253 | vv | vv | vv | vv |
| 254 | uu | uu | uu | uu |
| 255 | tt | tt | tt | tt |
| 256 | ss | ss | ss | ss |
| 257 | rr | rr | rr | rr |
| 258 | qq | qq | qq | qq |
| 259 | pp | pp | pp | pp |
| 260 | nn | nn | nn | nn |
| 261 | mm | mm | mm | mm |
| 262 | ll | ll | ll | ll |
| 263 | kk | kk | kk | kk |
| 264 | jj | jj | jj | jj |
| 265 | ii | ii | ii | ii |
| 266 | hh | hh | hh | hh |
| 267 | gg | gg | gg | gg |
| 268 | ff | ff | ff | ff |
| 269 | ee | ee | ee | ee |
| 270 | dd | dd | dd | dd |
| 271 | cc | cc | cc | cc |
| 272 | bb | bb | bb | bb |
| 273 | aa | aa | aa | aa |
| 274 | zz | zz | zz | zz |
| 275 | yy | yy | yy | yy |
| 276 | xx | xx | xx | xx |
| 277 | ww | ww | ww | ww |
| 278 | vv | vv | vv | vv |
| 279 | uu | uu | uu | uu |
| 280 | tt | tt | tt | tt |
| 281 | ss | ss | ss | ss |
| 282 | rr | rr | rr | rr |
| 283 | qq | qq | qq | qq |
| 284 | pp | pp | pp | pp |
| 285 | nn | nn | nn | nn |
| 286 | mm | mm | mm | mm |
| 287 | ll | ll | ll | ll |
| 288 | kk | kk | kk | kk |
| 289 | jj | jj | jj | jj |
| 290 | ii | ii | ii | ii |
| 291 | hh | hh | hh | hh |
| 292 | gg | gg | gg | gg |
| 293 | ff | ff | ff | ff |
| 294 | ee | ee | ee | ee |
| 295 | dd | dd | dd | dd |
| 296 | cc | cc | cc | cc |
| 297 | bb | bb | bb | bb |
| 298 | aa | aa | aa | aa |
| 299 | zz | zz | zz | zz |
| 300 | yy | yy | yy | yy |
| 301 | xx | xx | xx | xx |
| 302 | ww | ww | ww | ww |
| 303 | vv | vv | vv | vv |
| 304 | uu | uu | uu | uu |
| 305 | tt | tt | tt | tt |
| 306 | ss | ss | ss | ss |
| 307 | rr | rr | rr | rr |
| 308 | qq | qq | qq | qq |

Group Activity

Inflected Suffixes Assessment

- Inflected Endings**
1. ____ **a** a. Comparative suffix meaning more than one.
 2. ____ **es** b. Means more than one. Can sound like /z/ or /s/. Can act as a verb, showing action.
 3. ____ **ing** c. Comparative suffix meaning the most.
 4. ____ **ed** d. This suffix is used when a word ends in **x, sh, ch, or ss**. It can mean more than one, or show action.
 5. ____ **er** e. This suffix shows action is happening "now".
 6. ____ **ed** f. This suffix indicates, past time, "it already happened."

Writing

Select three words below and write each in a sentence.

baseball seems jumped humming candy slowly

1. _____
2. _____
3. _____

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- Inflected Endings Answer Key**
1. **a** a. Comparative suffix meaning more than one.
 2. **es** b. Means more than one. Can sound like /z/ or /s/. Can act as a verb, showing action.
 3. **ing** c. Comparative suffix meaning the most.
 4. **ed** d. This suffix is used when a word ends in **x, sh, ch, or ss**. It can mean more than one, or show action.
 5. **er** e. This suffix shows action is happening "now."
 6. **ed** f. This suffix indicates, past time, "it already happened."

Writing

Select three words below, and write each in a sentence.

baseball seems jumped humming candy slowly

1. _____
2. _____
3. _____

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Responses Will Vary

Inflected Suffixes Assessment

- Prefixes/Suffixes**
1. ____ **ly** a. Before
 2. ____ **less** b. Denial, away from
 3. ____ **ful** c. Comparative suffix meaning the most
 4. ____ **able** d. Means capable, ready
 5. ____ **less** e. Denial, away from
 6. ____ **ly** f. Denial, away from
 7. ____ **ful** g. Comparative suffix meaning more than
 8. ____ **less** h. Denial, away from
 9. ____ **ly** i. Denial, away from
 10. ____ **ful** j. Means capable, ready
 11. ____ **less** k. Denial, away from
 12. ____ **ly** l. Denial, away from
 13. ____ **ful** m. In, into
 14. ____ **less** n. Denial, away from
 15. ____ **ly** o. Denial, away from
 16. ____ **ful** p. Means capable, ready
 17. ____ **less** q. Denial, away from
 18. ____ **ly** r. Denial, away from
 19. ____ **ful** s. Means capable, ready
 20. ____ **less** t. Denial, away from
 21. ____ **ly** u. Denial, away from
 22. ____ **ful** v. Means capable, ready
 23. ____ **less** w. Denial, away from
 24. ____ **ly** x. Denial, away from
 25. ____ **ful** y. Means capable, ready

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- Prefixes/Suffixes**
1. ____ **ly** a. Before
 2. ____ **less** b. Denial, away from
 3. ____ **ful** c. Comparative suffix meaning the most
 4. ____ **able** d. Means capable, ready
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 11. ____ **less** k. Denial, away from
 12. ____ **ly** l. Denial, away from
 13. ____ **ful** m. In, into
 14. ____ **less** n. Denial, away from
 15. ____ **ly** o. Denial, away from
 16. ____ **ful** p. Means capable, ready
 17. ____ **less** q. Denial, away from
 18. ____ **ly** r. Denial, away from
 19. ____ **ful** s. Means capable, ready
 20. ____ **less** t. Denial, away from
 21. ____ **ly** u. Denial, away from
 22. ____ **ful** v. Means capable, ready
 23. ____ **less** w. Denial, away from
 24. ____ **ly** x. Denial, away from
 25. ____ **ful** y. Means capable, ready

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Sight Words - Assessment

Directions: Two parts

Step One: Student reads the word list (column by column)

Step Two: Student writes the sight words orally said by assessor.

a. After five consecutive errors, stop the dictation.

b. If there are words you want to determine then **selectively** "probe" (i.e., *friend*, *who*, *how*)

Consider: When student makes the five consecutive errors, consider probing student with potential words commonly seen in your classroom (i.e., *friend*, *people*)

| Sight Words | | | |
|-------------|--------|--------|-----------|
| the | are | own | again |
| one | says | own | against |
| only | said | some | often |
| once | you | come | listen |
| of | your | such | put |
| off | want | much | push |
| to | have | rich | pull |
| too | give | which | but |
| two | live | father | bush |
| four | who | aunt | door |
| do | whom | woman | floor |
| does | whose | women | friend |
| done | whole | buy | people |
| don't | been | build | pupil |
| gone | both | busy | enough |
| gone | always | half | pretty |
| was | could | pint | laugh |
| were | would | ninth | Wednesday |
| what | should | taste | February |
| where | any | among | minute |
| there | many | false | hour |
| they | sure | move | though |
| there | very | prove | through |

Kenn, P. D. Language Test 10, p. 27

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Group Activity

Phonics

Phonics is a scientifically-based reading approach that teaches students the principles of letter-sound relationships, strategies to sound out words, and exceptions to phonics principles

(Blach, 2011; BSA, 2019, 2014)



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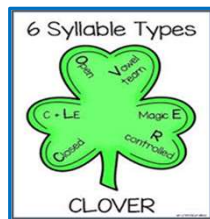
Phonics

- ✓ 26 letters in the alphabet.
- ✓ 44 phonemes in English.
- ✓ 250 different ways to spell phonograms
- ✓ 85-87 % of the English language is rule based



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Syllable Types & Syllabication Patterns



| Syllabication Patterns | |
|------------------------|----------------|
| VCCV | pig/pen |
| VCV | si/lent cab/in |
| VV | vi/o/lin |

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Syllable Instruction

- ✓ A **syllable** is a unit of oral or written language with one vowel sound.
- ✓ The syllable type determines the sound the vowel makes.
- ✓ **Six basic syllable types** in the English language:

1. **closed**
2. **open**
3. **vowel-consonant-e**
4. **r-controlled**
5. **vowel teams / vowel diphthongs**
6. **consonant-le.**



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Syllabication

> Multisyllabic words need to be broken into syllables.

> Teach student to recognize patterns

> **Steps:**

- o Code.
- o Recognize the pattern.
- o Cut the word according to pattern.
- o Read each syllable according to type.

ex. lilac lī / lī ā c
 v c v

| Syllable Patterns | | | |
|-------------------|------------|----------|---------|
| VC/CV | den/tat | cat/le | com/mon |
| VC/CV | whi/per | el/low | |
| VCC/CV | sand/wich | pump/kin | |
| VCC/CV | madu/room | | |
| VCC/CV | lob/ster | com/mon | |
| VCC/CV | tan/num | com/ples | |
| VCC/CV | hand/shake | | |
| VCC/C-le | puz/zle | ap/ple | |
| VCC/C-le | ma/dle | ga/bble | |
| V/CV | be/have | pre/tend | |
| V/CV | no/body | ap/ple | |
| V/CV | fin/ish | pack/age | |
| V/V | lem/on | plan/et | |
| V/V | li/on | po/em | |


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Group Activity

Morphological Instruction

- Teaching **affixes** and **roots**.
- Allows students to **apply** knowledge.

| Suffixes | | |
|---|---|------------|
| A suffix is added to the end of a word and it changes the meaning a little. | | |
| -ful: full of | -less: without | |
|  |  | |
| spoonful | homeless | |
| hopeful | fistful | helpful |
| painless | sleepless | speechless |

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Common Affixes

| Prefixes | | |
|-----------|---------------------|--------------------|
| Prefix | Meaning | Word Example |
| re- | again | retake |
| dis- | not, opposite of | distrust |
| un- | not, opposite of | unveil |
| mis- | incorrect, wrong | misspell |
| com-/con- | with, together | complex connect |
| sub-/sub- | below, under, near | subway |
| pre- | before | prepare |
| pro- | in the direction of | protest |
| in-/im- | in, not | intern |
| de- | down, away from | describe |
| e-/ex- | out of, away from | erupt, exit |

| Suffixes | | |
|----------|---|-------------------|
| Suffix | Meaning | Part of Speech |
| -s | Plural - more than one; shows action | Noun Verb |
| -es | Plural - more than one; shows action | Noun Verb |
| -ing | Describing word; happening now | Adjective Verb |
| -ed | Already happened | Verb |
| -er | Comparative suffix meaning more; one who does | Adjective |
| -est | Comparative suffix meaning most | Adjective |

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Common Roots

| Roots | |
|-----------------------|-----------------|
| Latin Roots | |
| port | To gate, carry |
| tract, tract | To drag or pull |
| ject, ject | To throw |
| duc, duct, duce | To lead |
| dic, dict | To say |
| scrip, script, scribe | To write |
| spec, spect, spic | To observe |
| ten, tend, tens | To stretch |
| Greek Combining Forms | |
| bio/bi | life |
| photo | light |
| phono/phon | sound |
| tele | distant |
| therm | heat |
| geo, ge | Earth |
| graph | write |

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Fluency

- ✓ **Fluency** is a person's ability to read with speed, accuracy, and with proper expression.
- ✓ Children must read fluently, whether reading aloud or silently.

(Birch, 2011; IDA, 2019, 2014)



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What is Fluency?

Speed + Accuracy + Prosody = Fluency

- ✓ **Speed** automaticity; the immediate processing of text to sounds
- ✓ **Accuracy** reading without mistakes
- ✓ **Prosody** the pattern or melody of pitch changes in connected speech, the pitch pattern of a sentences and the pauses related to phrase boundaries. [. , ? ! ;]

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Fluency



"It provides a bridge between word recognition and comprehension."

(Pat Bradley Fox, 2001)

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Fluency Intervention

★ Repeated Readings

- Identify punctuation with a highlighter and reread.
- Identify word grouping and reread.

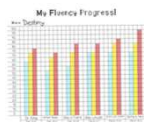


★ Poetry: Rhyme facilitates rhythm, enhancing prosodic reading

★ Fluency development

- By word
- By phrase
- By sentence
- By paragraph

(Dankowski, 2021)



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Fluency Intervention

- o **DIBELS**
- o **Free** (mostly), online for grades K-8
- o Oral Reading Fluency (ORF)
- o Comprehension (Maze)
- o Progress monitoring

[University of Oregon - DIBELS](#)



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Group Activity

Vocabulary

Describes words a person must understand to effectively communicate using one of the following methods: *listening, speaking, reading, and writing.*



(Birsch, 2011; IDA, 2019, 2014)

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Vocabulary

The importance of background knowledge is essential to student vocabulary development and overall comprehension

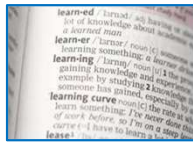


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Vocabulary

- ✓ Knowledge of meaning of words
- ✓ Needed for comprehension
- ✓ **3 Tiers:**
 - **Tier 1:** Common, simple (see, happy, table)
 - Typically, no need for direct instruction
 - **Tier 2:** Occur frequently across all content areas (compare, contrast, endure)
 - Needs explicit instruction
 - **Tier 3:** Content Specific, low frequency (atom, molecule, continent)
 - Should be taught within context



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Vocabulary Instruction

- Sort/group by content, usage, part of speech
 - Teach degrees of verbs & adjectives
 - Multiple meanings
 - Synonyms, antonyms, homophones
- Visual Charts
- Vocabulary Boxes
- Sentence Writing

| | | |
|-------------------|--------|------------|
| Part of Speech | Word | Definition |
| Synonyms | Visual | Antonyms |
| Use in a sentence | | |



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Comprehension

Making sense of what one reads, and depends on strong word recognition, fluency, vocabulary, world knowledge, and verbal reasoning.



(Bosch, 2011; BDA, 2019, 2014)

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Group Activity

Comprehension

- ✓ Goal of reading
- ✓ Requires strong skills:

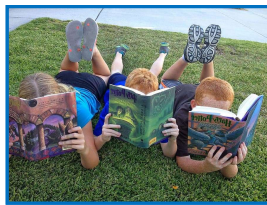
Phonemic Awareness

Phonics

Fluency

Vocabulary

- ✓ Affected by a variety of influences



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Comprehension Instruction

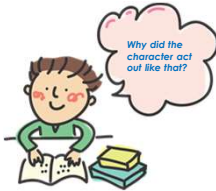
Direct/Explicit Instruction of structure and features in fiction & non-fiction.



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Comprehension Instruction

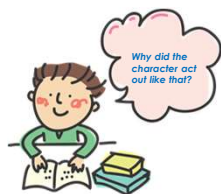
Direct, explicit instruction of **metacognitive strategies**:



- Asking Questions
- Making Connections
- Main Idea
- Prediction
- Inference
- Visualization

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Comprehension Instruction



Sensory Processing (8)



Attention



Behavior



On-task



Off-task

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What Affects Comprehension?

Cognition Attention Memory
 Exposure Sensory Processing Motivation
 Comorbidity Language Development Student Motivation

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Sensory Systems & Learning!*

The Sensory System & Literacy

We must understand the mechanisms that allow students to learn to read & write.



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Factors to Consider...

- ✓ Sensory processing and its impact on student learning
- ✓ The role attention plays in student learning
- ✓ The impact attention has on student behaviors while learning
- ✓ A breakdown within the learning process occurs when sensory processing is not functioning at its optimum level
- ✓ The sensory challenge(s) impact a student's attention
- ✓ A student's ability to attend, or loss of attention determines student behaviors

IDA, <https://dyslexiaida.org/dyslexia-basics/>

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Sensory Processing, Reading, & Writing

- ✓ Touch
- ✓ Smell
- ✓ Taste
- ✓ Hearing



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- ✓ Vision
- ✓ Vestibular
- ✓ Proprioception
- ✓ Interoception

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Reading and Writing

Vestibular System -
balance & coordinates of the world

Up/Down: **Vertical**

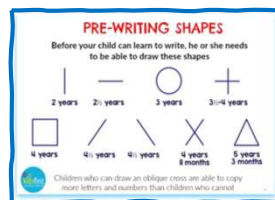
Side to side: **Horizontal**

Combination of both movements: **Diagonals**

Pivoting on belly: **Circulars**

On belly & sitting: pulling toys from one side of body to the other: **Right & Left**

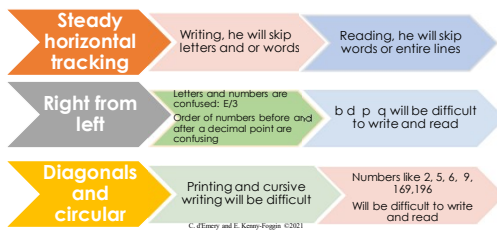
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If a student does not ...



If the challenges identified here go unremedied, the long-term impact is significant!

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
Structured Literacy Lesson Format

SL (OG) Scope & and Sequence


| Grade Level | Component | Assessment Results | Assessment Comments | Assessment Significance |
|-------------|-----------|--------------------|---------------------|-------------------------|
| 1 | 1 | 100 | 100 | 100 |
| 2 | 2 | 100 | 100 | 100 |
| 3 | 3 | 100 | 100 | 100 |
| 4 | 4 | 100 | 100 | 100 |
| 5 | 5 | 100 | 100 | 100 |
| 6 | 6 | 100 | 100 | 100 |
| 7 | 7 | 100 | 100 | 100 |
| 8 | 8 | 100 | 100 | 100 |
| 9 | 9 | 100 | 100 | 100 |
| 10 | 10 | 100 | 100 | 100 |
| 11 | 11 | 100 | 100 | 100 |
| 12 | 12 | 100 | 100 | 100 |

| Grade Level | Component | Assessment Results | Assessment Comments | Assessment Significance |
|-------------|-----------|--------------------|---------------------|-------------------------|
| 1 | 1 | 100 | 100 | 100 |
| 2 | 2 | 100 | 100 | 100 |
| 3 | 3 | 100 | 100 | 100 |
| 4 | 4 | 100 | 100 | 100 |
| 5 | 5 | 100 | 100 | 100 |
| 6 | 6 | 100 | 100 | 100 |
| 7 | 7 | 100 | 100 | 100 |
| 8 | 8 | 100 | 100 | 100 |
| 9 | 9 | 100 | 100 | 100 |
| 10 | 10 | 100 | 100 | 100 |
| 11 | 11 | 100 | 100 | 100 |
| 12 | 12 | 100 | 100 | 100 |

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Sample OG Lesson



Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- Review Words
- Spell Words
- Sentence Dictation

New Material

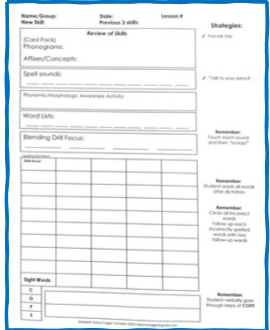
- Activate Prior Knowledge
- Direct Instruction (1 concept)
- VTAK methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red Words

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Sample OG Lesson

Plan Template:

Review Sections

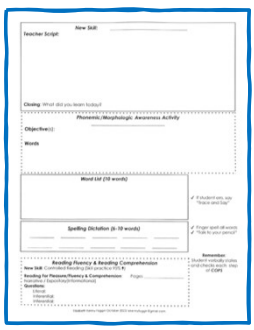


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
Sample OG Lesson

Plan Template:


New Skill, Fluency & Comprehension Sections



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OG Lesson Overview



Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- Review Words
- Spell Words
- Sentence Dictation

New Material

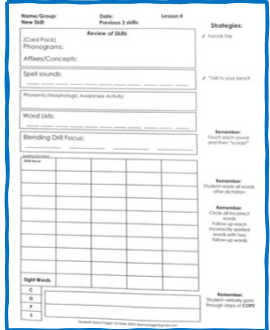
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Sample OG Lesson


Plan Template:

Review Sections




The plan template includes sections for: Name/Grade, Date, Review of Skills, Strategies, Phonemic Awareness, Word Lists, Blending Drill Focus, Sight Words, and a table for student progress.

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Sample OG Lesson



Review

- **Card Pack**
- Spell Sounds
- Phonemic Awareness
- Review Words
- Spell Words
- Sentence Dictation

New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- VTAK methods
- Read Words
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- Red Words

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Card Pack

Multisensory Strategies:

1. When a student errs, student will **Trace** & **Say** the sound three times (3Xs)
2. Incorrect phonogram goes to the back of the card pack for review



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Group Activity

Sample OG Lesson

Review

- Card Pack
- **Spell Sounds**
- Phonemic Awareness
- Blending Drill
- Review Words
- Spell Words
- Sentence Dictation



New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Multisensory methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red Words

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Spell Sounds

| | | | | | | | | | |
|---|----|------|----|-----|---|------|-----|----|---|
| ă | ch | -ing | or | tr- | ŭ | -ōnk | -ft | oy | x |
|---|----|------|----|-----|---|------|-----|----|---|

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

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Group Activity

Sample OG Lesson

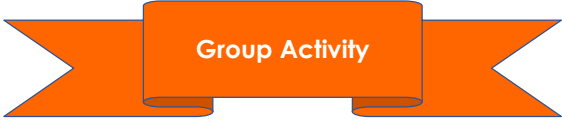
Review

- Card Pack
- Spell Sounds
- **Phonemic Awareness**
- Blending Drill
- Review Words
- Spell Words
- Sentence Dictation



New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Multisensory methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red Words

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Group Activity



Sample OG Lesson

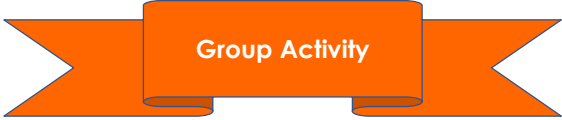
Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- **Blending Drill**
- Review Words
- Spell Words
- Sentence Dictation

New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Multisensory methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red Words

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Group Activity

s

ee

h

a-c

ch

z

Sample OG Lesson

Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- **Review Word Lists**
- Spell Words
- Sentence Dictation

New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Multisensory methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red Words

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Word Lists for Review

| ou | Drop E | te- | oy | Doubling |
|----------|--------------|---------|---------|----------|
| out | rising | twins | boy | sliding |
| loud | wider | twent | toy | wedded |
| shout | slider | twist | soy | zipper |
| post | pinning | twill | cay | breezy |
| bound | lined | twigs | oyster | swimmer |
| spouted | glider | twitch | loyal | trimmed |
| loudest | voting | twine | convey | jabbing |
| reaching | noted | twitter | alley | clasper |
| outside | completed | between | army | dabbing |
| cloudy | disappearing | entwine | destroy | trimmer |
| outdoors | conserve* | strewn | soybean | clubbing |


| ä | sh | -lch | -unk | ée |
|----------|----------|----------|----------|----------|
| sof | ship | catch | bunk | spree |
| lack | shun | felch | stunk | sweep |
| chap | shen | plch | hunk | beep |
| past | sheep | hulch | hunk | street |
| craft | coated | latches | dunk | creep |
| slash | shirts | twich | punk | green |
| chomp | shrugs | matches | gunk | feeding |
| stuff | shushed | felched | dunking | meek |
| looked | shock | patching | clunky | feel |
| crashing | boasting | switched | clunking | tweeted |
| dragster | boasting | itches | clunked | freeston |

Multisensory Strategies:


1. Trace & Say each sound in words, syllable by syllable

2. Use **finger**, or **index card**, to guide reading


Group Activity



Sample OG Lesson



Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- Review Words
- **Spell Words** 
- Sentence Dictation

New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Multisensory methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red Words

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Spelling Dictation



Teacher's Prepared List



| | | | | |
|--------------------|----------------|---------------|----------|----------|
| Short a | flag | strap | plastic | mascot |
| -ft | raft | drift | craft | sifted |
| oy | boy | toys | annoy | soybean |
| -ing | ringing | asking | drumming | singing |
| ai | rain | strain | trained | mainstay |
| or | born | sports | border | torment |
| sh | shake | shushed | shirts | brash |
| sight words | does | have | give | very |

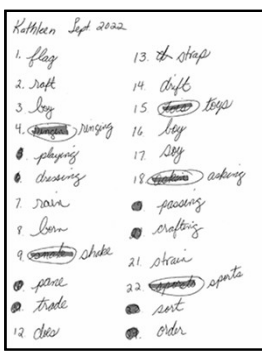
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Spelling Dictation

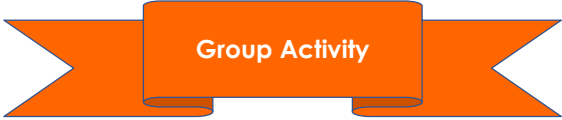
Student's written work

Multisensory Strategies:


1. **Fingerspell**
2. **"Talk to your pencil"**



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Group Activity



Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- Review Words
- Spell Words
- **Sentence Dictation**



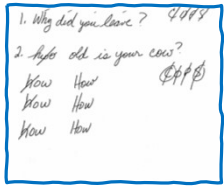
New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Multisensory methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red Words

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Sentence Dictation

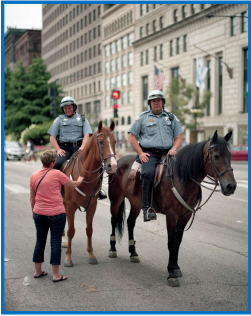
Student's written work



Multisensory Strategies:

1. **COPS** (Capitalization; Order; Punctuation; Spelling)
1. **Red words**- rewrite a total of three times.

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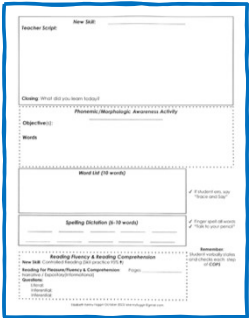


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Capitalization
Organization
Punctuation
Spelling



Sample OG Lesson
Plan Template:
New Skill, Fluency &
Comprehension
Sections



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Sample OG Lesson

Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- Review Words
- Spell Words
- Sentence Dictation

New Material

- **Activate Prior Knowledge**
- **Direct Instruction** (1 concept)
- Phonological/Morphological Awareness
- VAKT methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red (sight) Words



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Structured Literacy: New Skill Component


New Skill: **oy** Vowel Diphthong

Script:

- Today, you will learn about a vowel diphthong.
- Vowel diphthongs are a subset of vowel teams because vowel diphthongs are two vowels next to each other. However, a vowel diphthong is different than a vowel team because a vowel diphthong makes a unique sound.
- When you put the letters "oy" together, it makes the sound, "oy/oi." The sounds heard are not long vowel sounds, but a unique sound. When you hear oy at the end of a syllable, it is written with "o and y."
- When you say a vowel diphthong, you hear two distinct sounds, and your lips move twice. Feel your lips as you say oy. Did you feel your lips move twice?
- Examples of compound words: **toy, soy, coy & joy.**
- When you code a vowel diphthong, you circle the two letters that make it a vowel diphthong. Let's code the word "toy."

oy


- Vowel Diphthong
- Makes a unique sound
- Write as oy when heard at the end of a syllable




toy toys


- Jane likes to play with toys at home.
- Which toy would you like to buy?

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Sample OG Lesson




Review

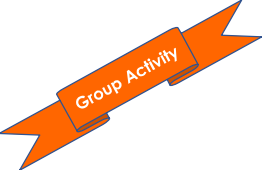
- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- Review Words
- Spell Words
- Sentence Dictation

New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept!)
- **Phonological Awareness**
- VAKT methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red (sight) Words



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Structured Literacy: New Skill Components

Phonemic Awareness: The teacher says a word and directs the student to say the word and then change the vowel sound to **oy**. Some words will be nonsense words.
Words: play/play; say/say; hay/hoy; cow/coy;

New Skill Word List: coy, soy, boy, joy, foyer, annoy, cowboy, employ, destroy, oyster

New Skill Dictation: toy, joy, play, boy, coy, boys, cowboy, oyster

End of new skill lesson: Student summarizes what he/she learned related to new skill

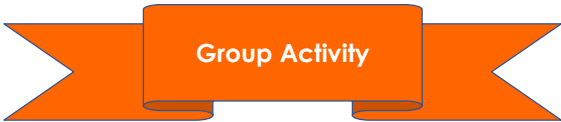
New Sight Word: **answer**


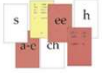
Controlled Reading (develops reading fluency, **not** for comprehension)
Student reads sentences out loud to develop prosody, intonation, fluency.

Reading Comprehension: Select a reading passage that is interesting to the student, or a passage from an academic subject (i.e., science/social studies) to develop comprehension. Or, a student can read a specific novel, over multiple lessons.

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Sample OG Lesson


Review



- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- Review Words
- Spell Words
- Sentence Dictation

New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Phonological Awareness
- **VAKT methods**
- Read Words
- Spell Words
- Controlled Reading/Reading
- Red (sight) Words

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Sample OG Lesson

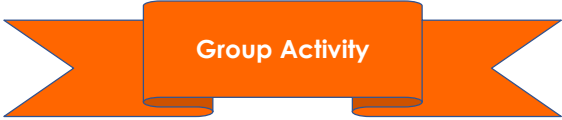
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
New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Phonological Awareness
- VAKT methods
- **Read Words**
- Spell Words
- Controlled Reading/Reading
- Red (sight) Words

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Group Activity




Review


- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- Review Words
- Spell Words
- Sentence Dictation

Sample OG Lesson

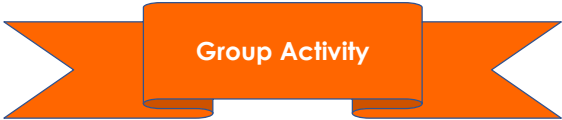
New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Phonological Awareness
- VAKT methods
- Read Words
- **Spell Words**
- Controlled Reading/Reading
- Red (sight) Words





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Group Activity

Sample OG Lesson

Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- Review Words
- Spell Words
- Sentence Dictation

New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Phonological Awareness
- VAKT methods
- Read Words
- Spell Words
- **Controlled & Reading for pleasure**
- Red (sight)Words

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Sample OG Lesson

Review

- Card Pack
- Spell Sounds
- Phonemic Awareness
- Blending Drill
- Review Words
- Spell Words
- Sentence Dictation

New Material

- Activate Prior Knowledge
- Direct Instruction (1 concept)
- Phonological Awareness
- VAKT methods
- Read Words
- Spell Words
- Controlled Reading/Reading
- **Red Words***

* See next slide

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Red Words

- ✓ Words that do not follow the rules of language must be **explicitly** taught
- ✓ Use multisensory strategies & activities for mastery
- ✓ Initial assessment along with progress monitoring
- ✓ Use consistent list
- ✓ Introduce 1, 2, or 3 at a time* : Pair/group words
- ✓ Consistently review



| Word | Practice | Practice | Practice |
|--|----------|----------|----------|
| again | again | again | again |
| Sentence: COPS I don't want to write these again. | | | |

* Determined by student cognitive abilities and skill level
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Group Activity

Writing & Reading Connection

How Does Writing Fit in with SL (OG) Approach?



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Reading and Writing

When students are asked to write at length, they confront additional challenges, including *adhering to a topic, creating smooth transitions, avoiding repetition, and ensuring the overall organization of a writing piece is coherent.*

(Hedman et al., *Perspectives on Language & Literacy*, Fall 2019)



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When students write...

- ✓ Students are simultaneously reading!
- ✓ Students are actively engaging their senses in a reading/writing process

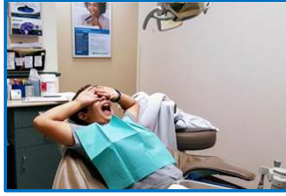
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For many of our students writing is challenging!



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Sensory Systems & Learning!*

The Sensory System

We have eight senses that allow us to continuously scan the environment, send information to our brain cortex and help us create responses.



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The Sensory System & Literacy

We must understand the mechanisms that allow students to learn to read and write.



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Factors to Consider...

- Sensory processing and its impact on student learning
- The role that attention plays in student learning
- The impact that attention has on student behaviors while learning
- A breakdown within the learning process occurs when sensory processing is not functioning at its optimum level
- The sensory challenge(s) impact a student's attention
- A student's ability to attend, or loss of attention determines student behaviors
IDA: <https://dyslexiaida.org/dyslexia-basics/>

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Sensory Processing, Reading, & Writing

- ✓ Touch
- ✓ Smell
- ✓ Taste
- ✓ Hearing



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- ✓ Vision
- ✓ Vestibular
- ✓ Proprioception
- ✓ Interoception

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Reading and Writing

Vestibular System -

balance & coordinates of the world

Up/Down: **Vertical**

Side to side: **Horizontal**

Combination of both movements: **Diagonals**

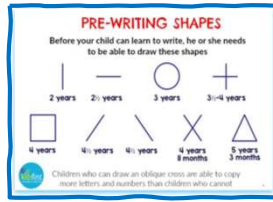
Pivoting on belly: **Circulars**

On belly & sitting: pulling toys from one side of body to the other: **Right & Left**

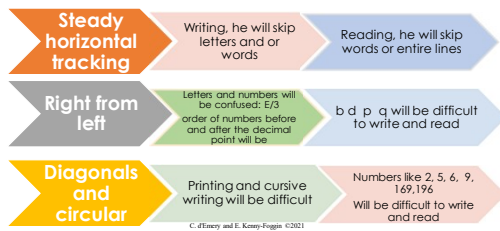
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If a student does not ...



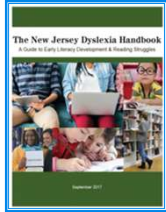
If the challenges identified here go unremedied, the long-term impact is significant!

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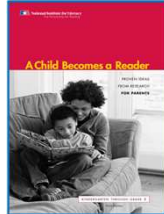
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Resources

The New Jersey Dyslexia Handbook



A Child Becomes a Reader: Kindergarten through Grade 3



Put Reading First Kindergarten Through Grade 3



Higher Grade Levels – Grades 4-12



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Were the Objectives Addressed?

- ☐ Introduction to the Orton Gillingham (Structured Language Literacy) methodology and principles that support student reading and writing development, at all grade levels;
- ☐ Introduce the five components of the Science of Reading: phonemic awareness; phonics, vocabulary, comprehension, and reading fluency;
- ☐ Provide information related to Dyslexia and other language-based disorders, and its impact on students at-risk learning to read and write; or when working with students identified with Dyslexia, or other language-based disorders;

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Today's Objectives

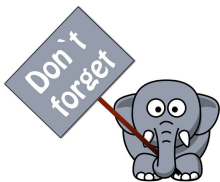
- The connection between teaching reading and writing, and using the Orton Gillingham (structured literacy) approach
- The connection between the brain's constructs and learning
- Using a multisensory, systematic, and cumulative approach to support student development in the essential areas of reading and writing, as identified by reading researchers; and
- Present effective strategies and activities to support structured language instruction that promote student academic improvement and achievement.

Elizabeth Kenny-Foggin / October 2024 / ekennyfogg@gmail.com

Questions?



Don't forget...



The RDPA requests you
complete the Evaluation for
this workshop!

Thank you!

Elizabeth Kenny-Foggin / October 2024 / ekennyfogg@gmail.com

End of Presentation Reflection

What were **four** "take-away" strategies, accommodations or activities you will use in your classroom, or that increased your reading knowledge?

Please write on the index card and return to me before you leave. Thank you!

1. _____
2. _____
3. _____

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