

## Introduction to Structured Literacy and the Orton-Gillingham Approach

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### **Description:**

This four-week class (20-30 total hours) is an introduction to Structured Literacy and the Orton-Gillingham (O-G) approach. You will learn the basic tenets of Structured Literacy, examples of multisensory teaching/learning strategies, the history of Orton-Gillingham and why it is important to understand when working with struggling readers. Participants will be introduced to terminology that is commonly used in the O-G approach, how an OG approach is structured and why, strategies to teach phonemic awareness, grapheme/phoneme correspondence, syllable types and spelling rules.

### **Goals:**

Participants will be able to identify the key components of the Orton-Gillingham approach.  
Participants will be able to define terminology associated with the Orton-Gillingham approach.

### **Requirements:**

Participants will be expected to complete the assigned readings.  
Participants will be expected to view PowerPoint presentations and instructional videos.  
Participants will be expected to participate in board discussions.

### **Evaluation:**

Participants will be evaluated on their participation on the discussion boards and completion of all class assignments and quizzes.

## **Week One**

- Dyslexia Overview
- Dyslexia Remediation
- Overview of the Orton-Gillingham approach.
- Multisensory Instruction

## **Week Two**

- Review what phonemic awareness is and why it is important
- Learn about keywords and how to select and utilize them with students
- Learn to identify and accurately articulate the phonemes for the primary consonants, short and long vowel sounds
- Learn short vowel sound drills and how to utilize them during lessons
- Learn visual and auditory phoneme drills and how to implement them.
- Learn how to implement the sight word study method.
- Learn how to create and organized a student binder.

## **Week Three**

- Overview of 7 Syllable Types
- Lesson Plans
- Learn how to utilize letter cards during lessons.
- Using Syllable Cards
- Using Word Cards

## **Week Four**

- Counting Syllables
- Scooping Syllables
- Breaking Words into Syllables
- OG Progressions

**Knowledge and Practice Standards (KPS) for Teachers of Reading Covered in this Course:**

1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

*The International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA’s Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21qdk2k1p3bnaqdfz1xy0v98j5ytl1wk>.*