



Orton Gillingham

Parent Overview

“Scientific” - The Science of Reading

The Science of Reading research provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development. From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills called Structured Literacy.

David Kilpatrick stated, “We teach reading in different ways; they [students] learn to read proficiently in only one way.” The Science of Reading (SoR) has demystified any wonder of how we learn to read and offers evidence backed by science to confirm that there is one right way to teach reading. In addition to this, the SoR provides vital information to drive IMSE’s [approach to instruction](#) and to reach all learners.

Scientific Research- Based Instruction

“Response to scientific, research-based intervention” covers any kind of instructional support program that is based on research and provides assistance to students who are struggling.

While IDEA does not offer a definition of scientific, evidence-based interventions in the regulations, there has been extensive research around effective interventions in literacy. The following are characteristics of effective interventions for at-risk students, based on scientific research*:

How to Teach Structured Literacy



Explicit

The teacher gives a direct and clear explanation for each new concept during explicit instruction.

Instruction should be enhanced with multi-sensory strategies to involve the visual, auditory, and tactile/kinesthetic senses in learning to improve memory.



Systematic

The delivery of instruction follows a well-defined scope and sequence, which provides a logical progression of skills that move from simple to more complex.



Cumulative

Newly introduced concepts are layered upon previously learned concepts. The foundation of knowledge for phoneme-grapheme relationships, reliable spelling patterns, and generalization of rules is frequently reviewed to build automaticity.



Diagnostic/Responsive

Continuous formative assessment informs progress monitoring and allows teachers to measure outcomes and make decisions for prescriptive teaching and differentiation.

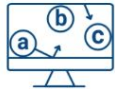
Structured Literacy Emphasizes the Structure of Language Through



Phonology | Speech sounds



Sound-Symbol Association | The relationship between sounds and symbols



Morphology | The study of the forms of words



Syllables | A word or part of a word that contains one vowel phoneme



Syntax | Sentence structure



Orthography | The conventional spelling system of a language



Semantics | The meaning of words



1. Interventions must be research-based, and valid and reliable predictors of future performance.
2. Interventions should be offered at the first signs that a student is struggling with the development of skills or knowledge critical to accessing the general curriculum.
3. Interventions must significantly increase the intensity and practice of the skill(s) being targeted and should be available in a range of intensities.
4. The type, frequency, intensity and duration of interventions must be guided by and responsive to academic and/or non-academic data.
5. Interventions must provide the opportunity for explicit and systematic instruction and practice along with cumulative review to ensure mastery.
6. Interventions must be administered by appropriately trained staff who provide skillful instruction and offer many opportunities for immediate feedback.

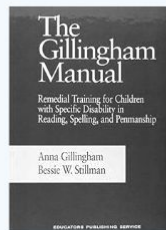
Who Were Orton and Gillingham?



Dr. Samuel T. Orton (1879-1948) was a pioneer in the study and understanding of dyslexia. He studied children with language processing issues and eventually developed teaching principles that were designed to help those children learn language more effectively.



One of Dr. Orton's students, Anna Gillingham (1878-1963), further developed Orton's ideas and eventually combined his teaching methods with her own understanding of language structure. The first Orton-Gillingham manual was published in 1935.



The manual, originally called *Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship*, was co-authored by Anna Gillingham and Bessie T. Stillman. It formed the backbone of what is now the OG approach and has made a significant impact on thousands of students for over 80 years.

IMSE has spent decades crafting its approach based on the Orton-Gillingham methodology, the science of reading, and practical implementation in the classroom.

What is the Orton- Gillingham Approach?

1 Multisensory

Lessons involve all the major pathways to the brain: visual, auditory, and kinesthetic.

2 Sequential

Concepts are taught in a logical, well-planned sequence.

3 Incremental

Each lesson carefully builds upon the previous lesson.

4 Cumulative

Constant and consistent review of previously taught concepts is provided.

5 Individualized

The unique needs of each student are met.

6 Based on Phonograms

English is simplified by teaching letters and letter combinations known as phonograms.

7 Explicit

Students are taught exactly what they need to know in a clear and straightforward manner.

Reading Development Can Be Divided into Three Stages:



Letters and Sounds

Letter-sound knowledge is essential for both phonic decoding and sight-word learning.



Phonic Decoding

Early phonological awareness skills enable development of letter-sound knowledge. Advanced phonological awareness skills should continue to be assessed and practiced to ensure that a solid orthographic lexicon is established.



Orthographic Mapping

Orthographic mapping is the process that occurs when unfamiliar words become automatic sight words.

OG is “Multi-sensory”

- stories, mnemonics, songs, visuals, kinesthetic, tactile

How QU Came to Be

Q and u once made a bargain.
It was very long ago.
They agreed to walk together
Wherever they might go.

“I will be your loyal helper,”
Said the little vowel u.
“You are so kind and I thank you,”
Said the grateful letter q.

“Now if you will stand beside me,
And will be my right-hand man,
We would work quite hard together
As two alphabet letters can.”

“What if we should quarrel or quibble?”
Asked the little vowel u.
“Then we both would be unhappy,
And I’m sure that wouldn’t do.”

“Let us come to an agreement,”
Said q to the letter u.
“When I’m quick to lose my temper,
I’ll apologize to you.”

So q and u are always friendly,
And together they can be seen
In many words on our book pages,
And everybody thinks it’s keen.

Sammy – ss

Loves – ll

Friendly – ff

Zebras – zz



Phonics Songs

(Contributed by Barbara Harrison)

Short Vowel Song (Tune: Where is Thumbkin?)

Where is short a? Where is short a? Here I am! Here I am!
I am in a hat rack, cracker jacks and fat cats, a, a, a - a, a, a.

Where is short e? Where is short e? Here I am! Here I am!
I am in a red bed, jelly eggs and jet set, e, e, e - e, e, e.

Where is short i? Where is short i? Here I am! Here I am!
I am in a big fig, Silly Rick and pig wig, i, i, i - i, i, i.

Where is short o? Where is short o? Here I am! Here I am!
I am in a hot pot, rocky top and stop clock, o, o, o - o, o, o.

Where is short u? Where is short u? Here I am! Here I am!
I am in a dump truck, lucky duck and skunk bump, u, u, u - u, u, u.

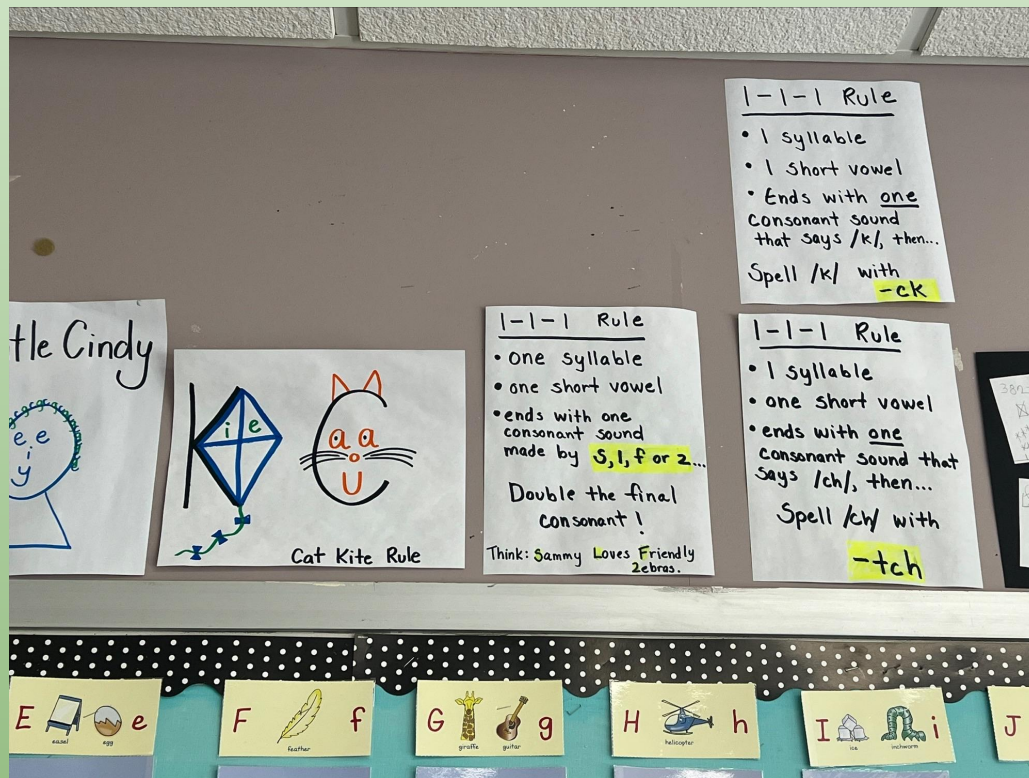
OG is “Multi-sensory”

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30

Usage:

- Progress Reports
- Auditory/Kinesthetic Component of Drill

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Orton- Gillingham is “**Structured Literacy**”

Structured Literacy: What we teach

The SoR identifies five essential components that make up the Simple View of Reading. Structured Literacy incorporates all five:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

1. Phonemic Awareness (sound):

- Rhyme
- Syllable blending/ segmenting/ addition/ deletion/ manipulation
- Sound blending/ segmenting/ addition/ deletion/ manipulation

Phoneme Activities Worksheet (Blending Strip)



Sample Chaining Activity

Directions: Have students use tokens to represent the sounds.

Show me /b/.

If this is /b/, show me /b/ /t/.

If this is /b/ /t/, show me /t/ /b/.

If this is /t/ /b/, show me /t/ /ä/ /b/.

If this is /t/ /ä/ /b/, show me /g/ /ä/ /b/.

If this is /g/ /ä/ /b/, show me /g/ /ä/ /m/.

If this is /g/ /ä/ /m/, show me /m/ /ä/ /m/.

If this is /m/ /ä/ /m/, show me /ä/ /m/.

If this is /ä/ /m/, show me /ü/ /m/.

If this is /ü/ /m/, show me /h/ /ü/ /m/.

If this is /h/ /ü/ /m/, show me /h/ /ü/ /g/.

If this is /h/ /ü/ /g/, show me /g/ /ü/ /g/.

Create your own chaining activity using the above as a guideline.

Turn to a partner and have him or her do it.



b l a c k



black



1.

~~black~~

2.

black



3.

black

SENTENCE

The hat was black.

1. Write the words in the boxes below. Then write the words in the boxes below.

2. Write the words in the boxes below. Then write the words in the boxes below.

3. Write the words in the boxes below. Then write the words in the boxes below.

Write the words in the boxes below. Then write the words in the boxes below.

Write the words in the boxes below. Then write the words in the boxes below.

2. Phonics (sound-symbol)

3 - Part Drill - Backbone of instruction - repetition and review of previously learned concepts

- Part 1- Visual Component (cards)
Auditory Component (sand drawing)
- Part 2- Blending Component (blending board)
- Part 3- Vowel Intensive (vowel tents)

Visual

ir

-s

thr-

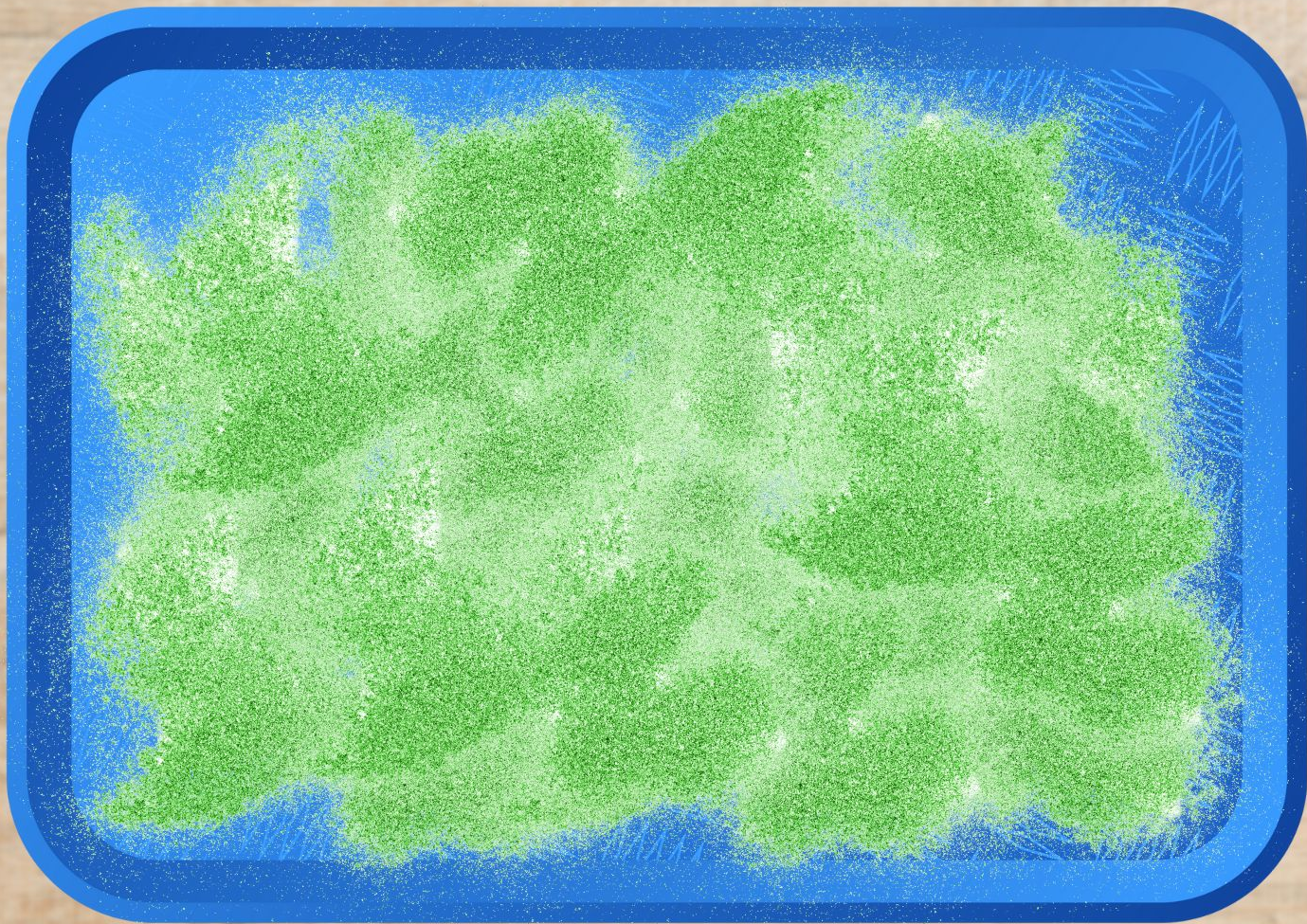
sl-

sm-

ai

ee

Auditory

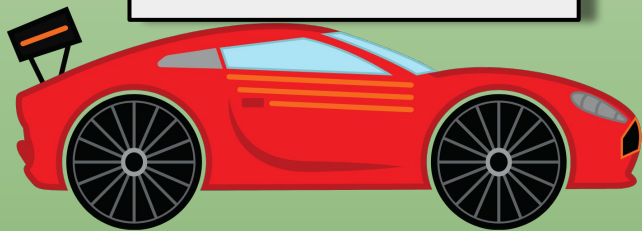


Blending

sh

ir

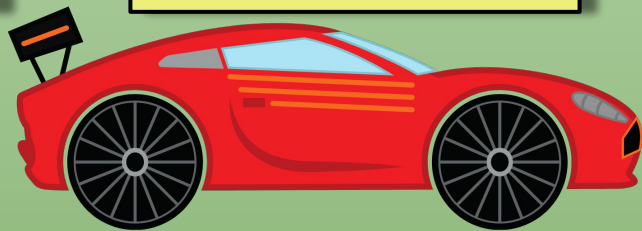
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sh

ir

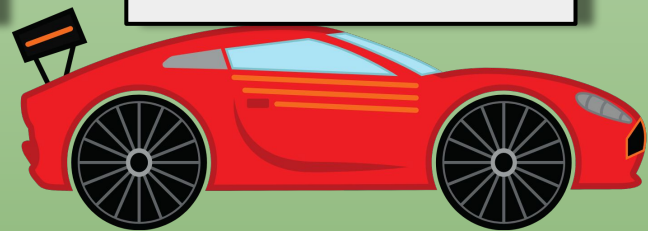
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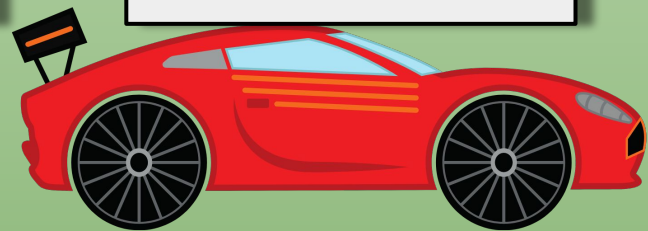
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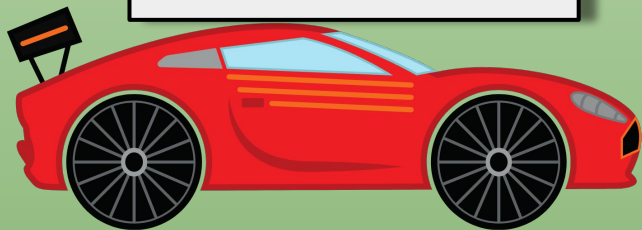
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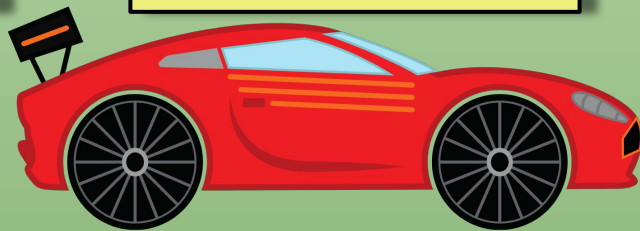
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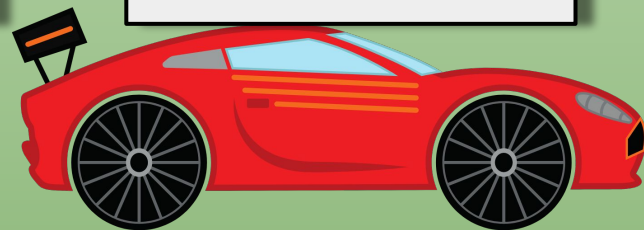
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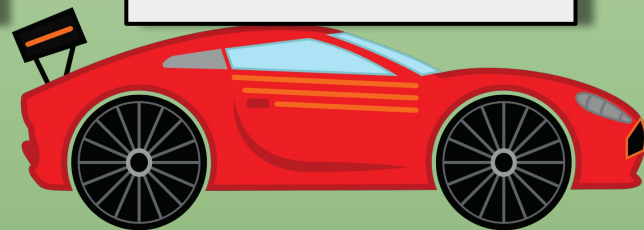
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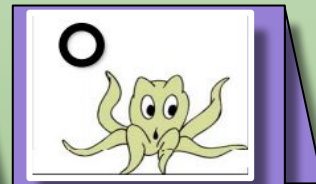
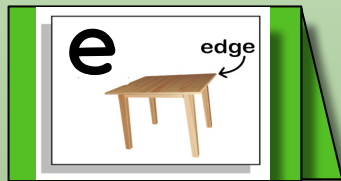
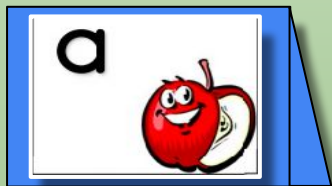
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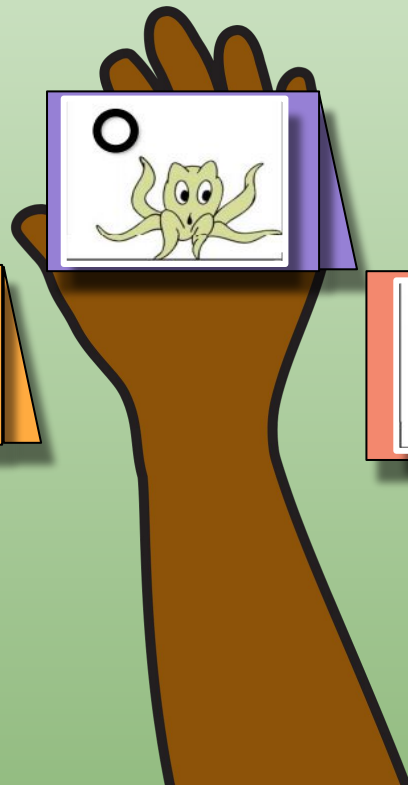
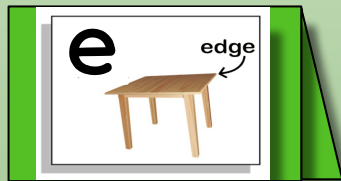
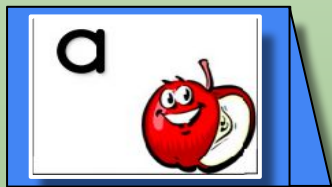
ir

m



Vowel Intensive

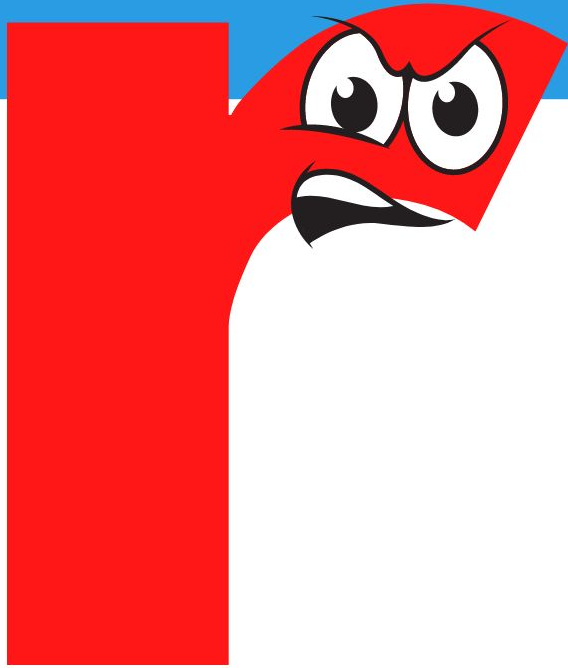




Introduction of New Concept



Bossy R



Bossy R happens when the letter r comes after a vowel. It changes the vowel sound.



Bossy R: ur /er/

Bertha



Curt



Shirley



The three graphemes that make the /er/ sound can be referred to as the triplets, and remembered by the names Bertha, Shirley, and Curt.

The ur pattern is the third of three graphemes that make the /er/ sound.

ur



surf



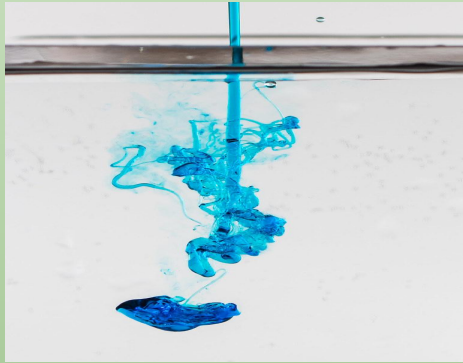
Bossy R: ur /er/





Brainstorm:

Multi-sensory experience



(Practice writing “ur” using blue food coloring in the water used for surfing)

Dictation- sounds/ words

concept **(bossy r: ur)**

day **2**

WORD

REWRITE

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

Red Words- Sight Words

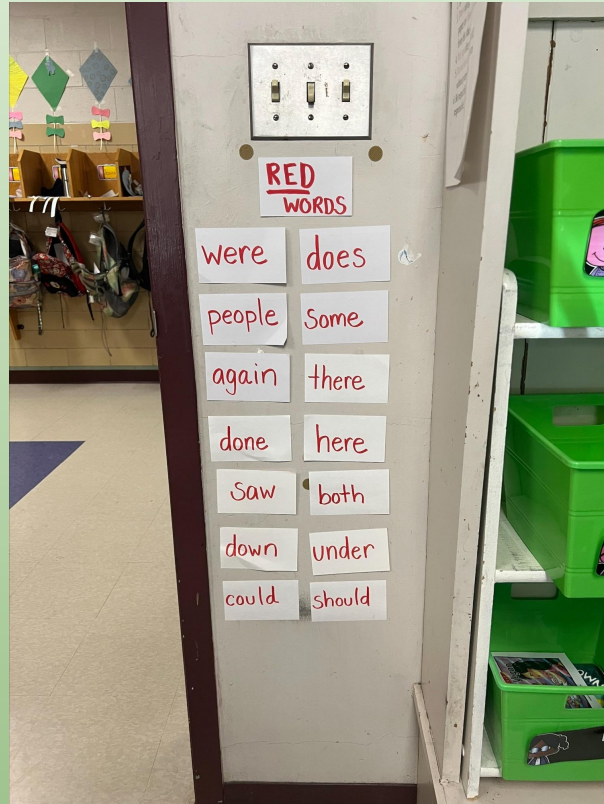


TEACHING LETTER FORMATION

Steps for Letter Formation with House Paper



Red Words- Sight Words



Dictation: Red Words

RED WORDS

1. _____

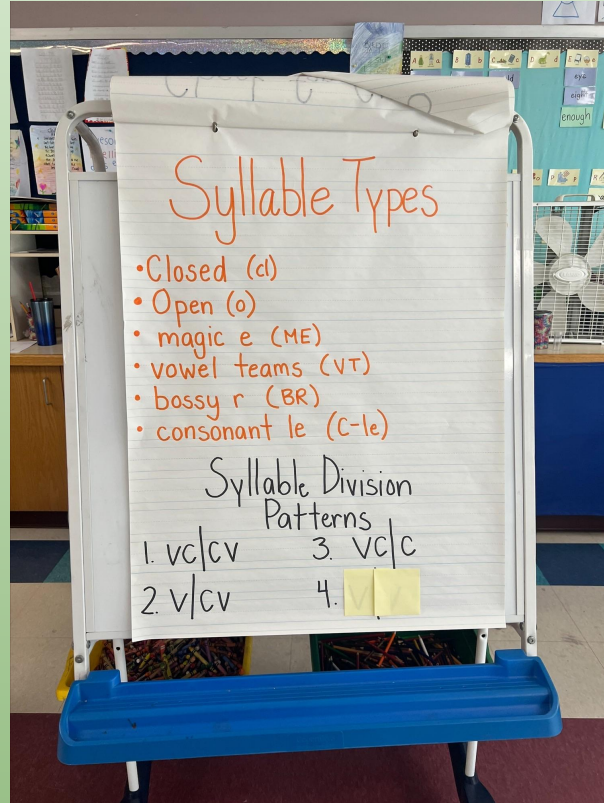
2. _____

3. _____

4. _____

5. _____

Syllabication



Syllabication- Decoding

Syllable Division Pattern					
1. VC/CV	2. V/CV	3. VC/V	4. V/V		
Closed Syllable (C) Short Vowel Sound mag net ten nis tip top tom tom up set 1	Open Syllable (O) Long Vowel Sound ra ven I rish o pen e ven hy mid ju do 2	Magic E (ME) cup cake stam pede rep tile tad pole im mune Nep tune 3	Vowel Team (VT) ea leaf let ee sea weed ai sail boat ay play time oa oat meal oe tip toe ow pow er ou out line aw jig saw 4	Bossy R (BR) er ad verb ir Vir go ur bur den ar gar lic or tor so 5	Consonant -le (C-le) -ble bubble -cle circle -dle candle -fle snuffle -gle jungle -kle sparkle -ple purple -tle cattle -zle fizzle 6



Dictation- Sentences

SENTENCES

1. _____

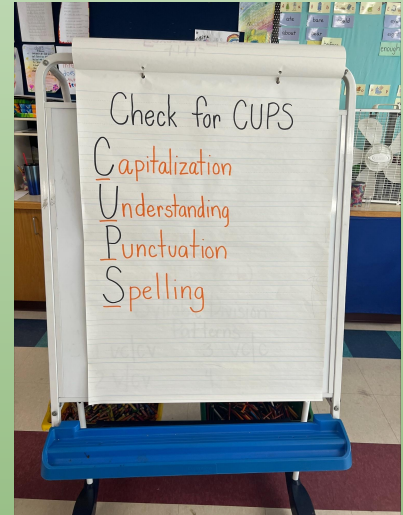
REWRITE

1. _____

C ☐
U ☐
P ☐
S ☐

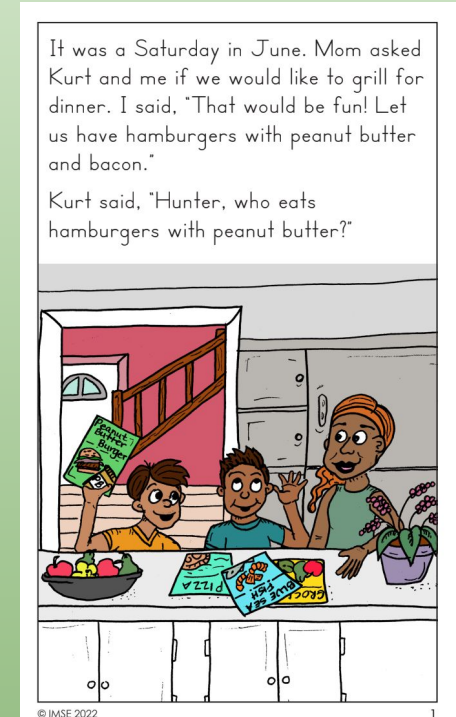


Capitalization
Understanding
Punctuation
Spelling



3. Fluency, 4. Vocabulary, 5. Comprehension:

Decodable
readers- All text is
cumulative
according to
systematic
instruction.



Beginning - Middle- End of the Year Assessments

- Document progress all year using IMSE's sequence
- Indicate areas for additional instruction through 3 benchmark assessments
- Reteach new concepts that are not mastered