

EDUC 6790
Exploring Orton-Gillingham
Summer 2015

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Office hours by appointment

Exploring Orton-Gillingham Reading Instruction

In this short, intensive seminar, students will explore the concept and practices that characterize an Orton-Gillingham based reading program, then apply OG-based strategies to 1-1 instruction of a struggling reader. Students will discuss the history and underlying theories of Orton-Gillingham and examine its potential application within balanced literacy programs as well as in intensive tutoring programs for disabled readers.

- Development of knowledge and skills in systematic, sequential reading instruction
- Strategies designed specifically for students with reading difficulty
- 20 clinical hours (12 face-to-face; 8 planning and analysis), formally supervised on campus
- Intensive 1-1 tutoring of students

Required Texts:

Ganske, K. (2013). *Word journeys: Assessment-guided phonics, spelling and vocabulary instruction*. NY: Guilford.

Ganske, K. (2006). *Word sorts and more: Sound, pattern and meaning explorations, k-3*. NY: Guilford.

Week 1. Introduction

Date	Assignments Due	Topics	Notes
Monday		What (or who) is Orton-Gillingham? Whom is it for? Pre-assessment Visual-Auditory-Kinesthetic-Tactile Letter and sound naming (consonants, vowels, consonant digraphs, ending combinations, cvc, cvcc, ccvcc, magic e). Application: Letter/sound decks creation and drill; reading and writing words. Finger spelling and Elkonin boxes Correction procedures	
Tuesday	Ritchey & Goeke-Orton-Gillingham and Orton-Gillingham –	What does research tell us about OG?	

Date	Assignments Due	Topics	Notes
	Based Reading Instruction: A Review of the Literature Prepare letter/sound deck.	Vowel digraphs, blending and sorting, open and closed syllables, r-controlled vowels, word endings. Correction procedures Spelling stages (Ganske) Application: Letter/sound decks drill; reading and writing words; Correction procedures	
Wednesday	Stahl-Everything You Wanted to Know about Phonics (But Were Afraid to Ask).	Sight words Writing fluency, automatic reading Sight word games Correction procedures Phonics Rules Syllables Application: Letter/sound decks drill; reading and writing words.	
Thursday	Clymer-The Utility of Phonics Generalizations	Sentence strips Repeated reading Neurological impress Letter books, sound books Language Experience Approach Reading aloud Choral reading, Echo reading	
Friday	Reutzel & Cooter, Chapter 6.	Assessment— Phonemic Awareness (PASS) DSA Feature Inventory (Ganske) Word analysis (Early Names Test, Starpoint Phonics Assessment) Burke Reading Inventory Attitude/Interest Survey Text Level/Running Record/IRI	

Week 2 (Class from 10-12; Students are here from 10:15-11:30)

Date	Assignments Due	Lesson focuses (see daily schedule)	Notes
Monday	Prepare for assessments	Read Aloud Assessments Read-aloud Game	
Tuesday	Prepare for assessments	Read Aloud Assessments Sound cards	

Date	Assignments Due	Lesson focuses (see daily schedule)	Notes
		Choral reading Game	
Wednesday	Full lesson schedule and preparation	Full lesson	
Thursday	Full lesson schedule and preparation	Full lesson	

Week 3 (Students are here from 10:15-11:30)

Date	Full lesson schedule and preparation	Lesson focuses (see daily schedule)	Notes
Monday	Full lesson schedule and preparation	Full lesson	
Tuesday	Full lesson schedule and preparation	Full lesson	
Wednesday	Full lesson schedule and preparation	Full lesson	
Thursday	Full lesson schedule and preparation	Full lesson	

Daily Schedule (75 minutes per day)

- Read aloud (5-10)
- Choral reading (rhyming poem) (3)
- Sound cards (3-5)
- New sound (every day) (3-5)
- Reading words (5)
- Writing words (8)
- Sight word reading (5)
- New sight word (every day) (5)
- Sentence/story writing/LEA (with rereading) (5)
- Sentence strip (3)
- Sight word game (5)
- Repeated reading passage (same one all week) (5)
- Hands-on games/activities (e.g., blending, sorting, substitution, deletion) (10)

Assignments and Grading System

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| 1. For full credit, show up every day. | 26 points |
| 2. Be prepared and be engaged—with assignments completed, plans written out, and materials ready. | 26 points |
| 3. Submit lesson plans daily via google docs. | 24 points |
| 4. Interact positively, energetically, and proactively with your student and colleagues. | 24 points |

NOTE: Given the short time span of this class, absences are not acceptable, unless you are doctor-sick or have a family emergency. If you miss one class, you will lose 5 points. If you need to miss more than one class, you should probably withdraw. See me right away if you have concerns about this policy.