

An Introduction to Orton Gillingham

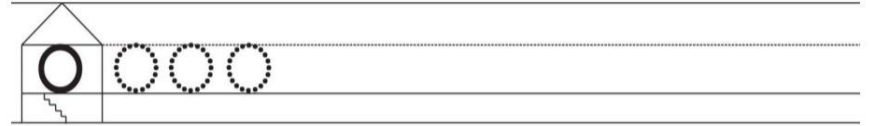
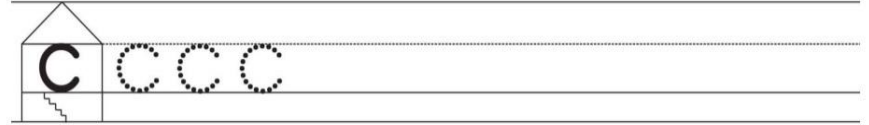
A SHRSD K-3 Practice
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What is the Orton Gillingham Approach?

“Orton-Gillingham is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. It also was the first approach to use multi-sensory teaching strategies to teach reading, which is considered extremely effective for teaching students with dyslexia. This means that educators use sight, hearing, touch, and movement to help students connect and learn the concepts being taught.” (Institute of MultiSensory Education, 2016).

Handwriting & Phonics

- Handwriting is a multisensory component of our phonics instruction.
- The act of handwriting has been scientifically proven to strengthen connections in the brain and promotes crossing the midline of the body.
- Handwriting is so connected to learning letter/sound relationships that the Orton Gillingham's New Alphabet progression is grounded in letter formation.
- At SHRSD students use “house paper” to help navigate letter size & shape.
- Capital letters are too big for the house and are taught on the outside because they don't fit.



3 Part Drill

- This component of The Orton Gillingham Approach is an essential practice that happens almost daily.
- 3 Parts:
 - Visual- sound cards
 - Auditory- sand writing
 - Blending- blending board
- Letter/Sounds/Phonics Patterns are only added to the card deck after being formally taught.
- Previously taught sounds are kept in the card deck to promote review and continued application of skills. They can be removed once mastery has been accomplished.



Visual



Auditory

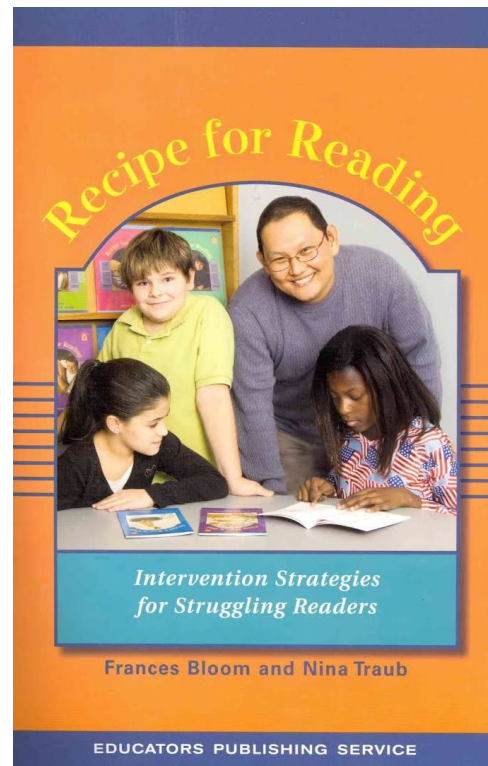


Blending



Phonics/Word Study Progression

- Handwriting is the basis behind the progression of the “new alphabet”.
- Consonant digraphs are included in the new alphabet.
- Syllable types are taught to help students know how to break words apart when reading and how to spell words when writing.
- Phonics rules are taught throughout the progression as needed and are constantly revisited.
- Foundational skills are taught in grades K-3 to prepare students for learning meaning based phonics patterns such as prefixes, suffixes, anglo saxon roots, greek roots, and latin roots taught in grades 4-6.



Word Dictation & Sentence Dictation

Word Dictation

- Students apply taught phonics patterns and letter/sound relationships to spelling.
- A word is dictated by the teacher and then used in a sentence.
- Students and teacher pound the word with their fist and then tap out the sounds one at a time with their fingers.
- Students then spell the word on sound lines.
- The teacher models the correct spelling and students fix their miscues and rewrite the word correctly on the “rewrite” side.

Sentence Dictation

- Students apply phonics patterns, letter sound relationships, and sentence structure to a complete sentence while using a self-monitoring checklist.
- Teacher dictates the sentence and pounds the sentence with the students.
- Students write the sentence on lines and then go through the “CUPS” check-off list.
- Miscues are corrected and the sentence is written and re-checked on a “rewrite” line.

Word Dictation & Sentence Dictation

Beginning S Blends Name: _____

Words

1. == _____ ~~~~~

2. == _____

3.  _____

4. == _____

5. == _____

Rewrite

1. _____

2. _____

3. _____

4. _____

5. _____

Sentences

1.  _____ □ C □

1. _____ □ U □

2.  _____ □ P □

2. _____ □ S □

2. _____ □ C □

2. _____ □ U □

2. _____ □ P □

2. _____ □ S □



Capitalization

Understanding

Punctuation

Spelling

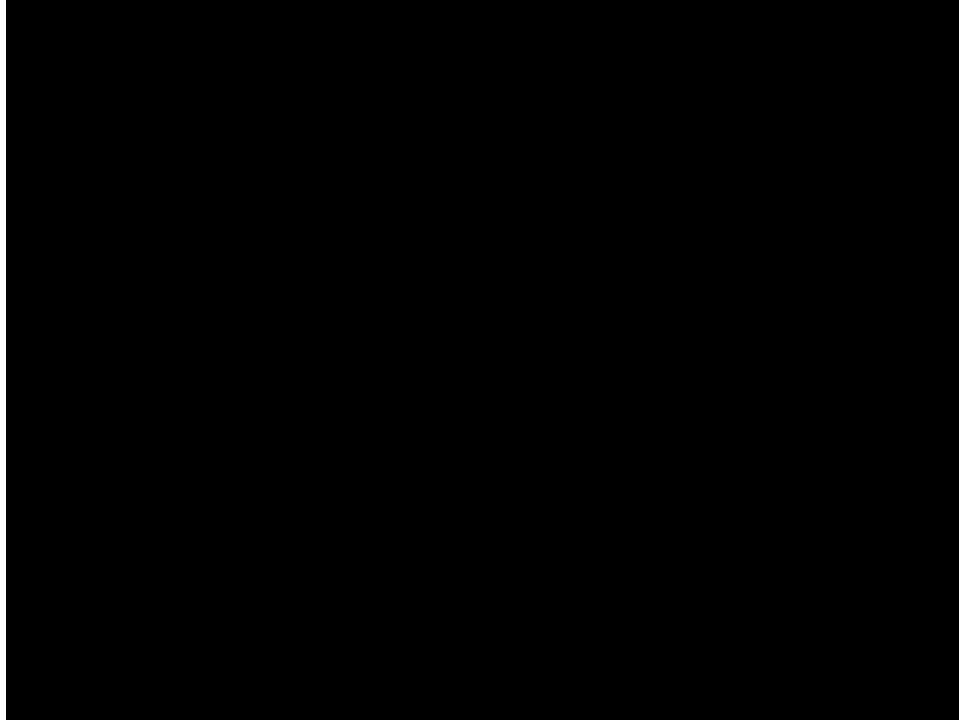
Red Words (High Frequency Words)

- Not all words are phonetic, these words are called “sight words” because they need to be recognized as a shape.
- Some of our most common words are either “sight words” or contain phonics patterns that our younger students haven’t yet mastered. These two types of words together make up our Red Words or universally called High Frequency Words.
- We teach these words in a special way to help them imprint into students’ memories.
- The process is quick, simple, and highly effective.
 - Spell the word out loud and write it in red crayon over a bumpy screen, trace with finger 3X
 - Arm tap the spelling of the word 3X
 - Write the word without looking 3x and then write it in a sentence

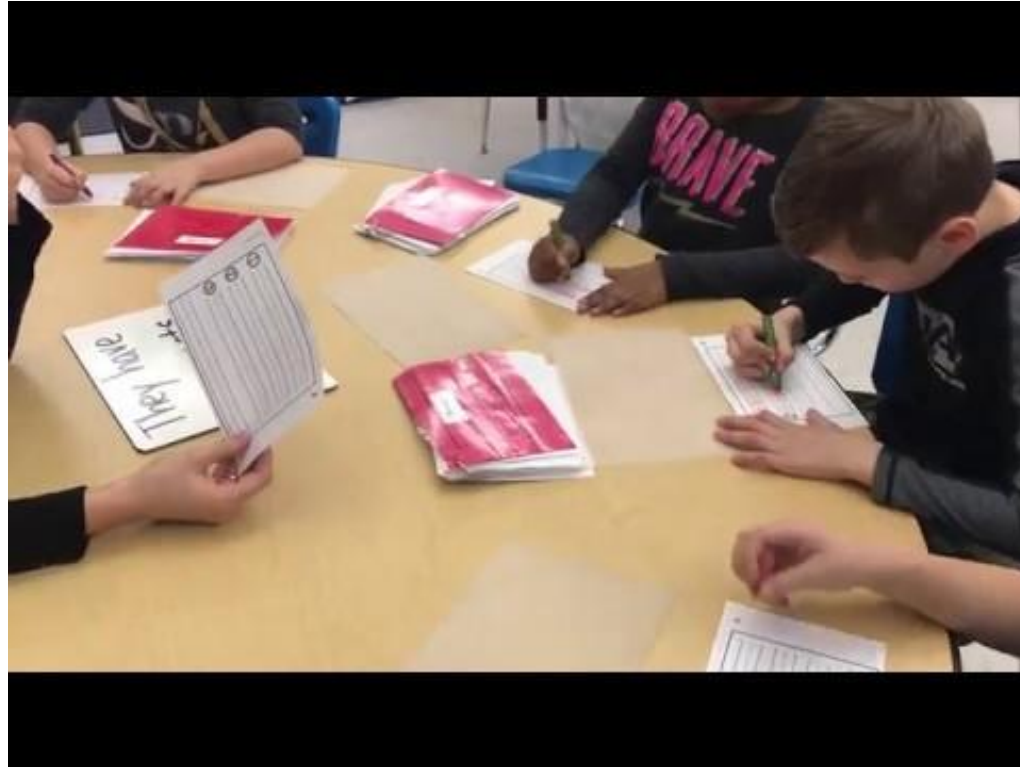
Red Words- tracing



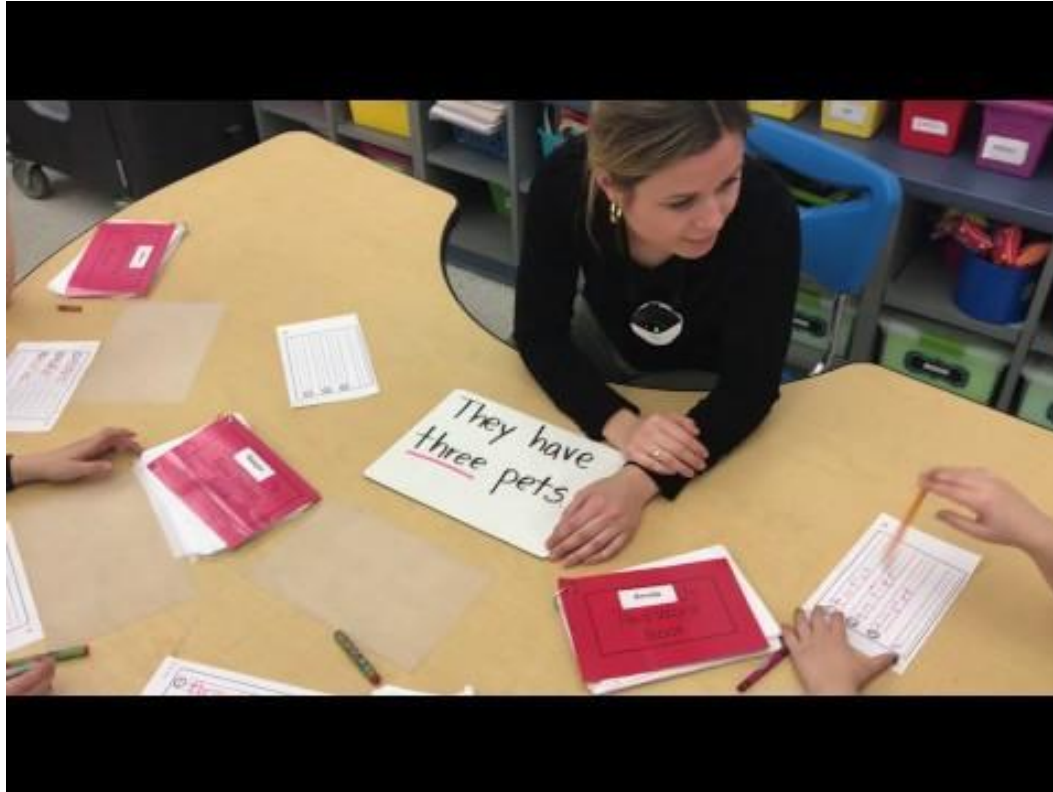
Red Words- arm tapping



Red Words- blind writing



Red Words- sentences



Questions...

Thank You!

References

IMSE Website

<https://www.orton-gillingham.com/>

Reading Rockets Orton Gillingham Article

<http://www.readingrockets.org/article/orton-gillingham-what-you-need-know>

Academy of Orton Gillingham Practitioners and Educators

<https://www.ortonacademy.org/resources/what-is-the-orton-gillingham-approach/>