

The Orton Gillingham Approach

July 7, 2009

Each professional's responsibility is to deliberately design an environment in which each child can succeed.

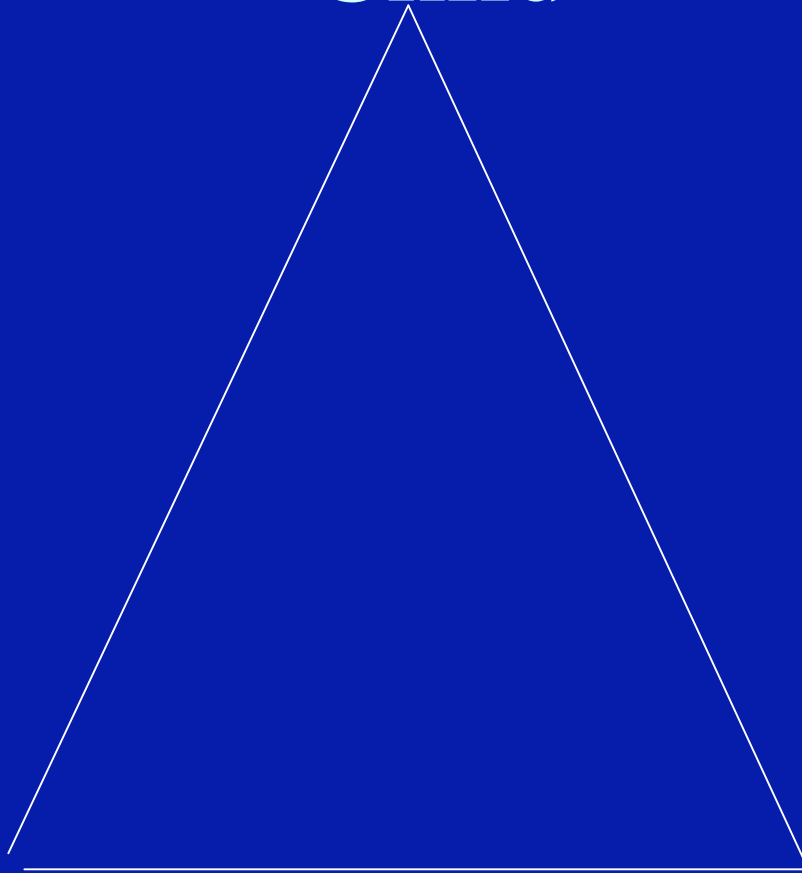
Jon Saphier

The Skillful Teacher

Child

Task

Teacher



What is the best predictor of early reading acquisition?

- Intelligence
- Oral (speaking) vocabulary
- Listening comprehension
- Understanding letter /sound relationships
- Being read to as a child
- Ability to name rapidly colors and objects
- Ability to manipulate sounds in syllables
- As a child being part of adult conversation
- Knowledge of the alphabet
- Understanding words are made up of syllables

Processes Involved in Reading

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



Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

Phonemic Awareness

- The smallest unit of sound within a syllable is called a **PHONEME**
- Research has shown that the ability to manipulate phonemes is a critical factor in learning to read.

clock

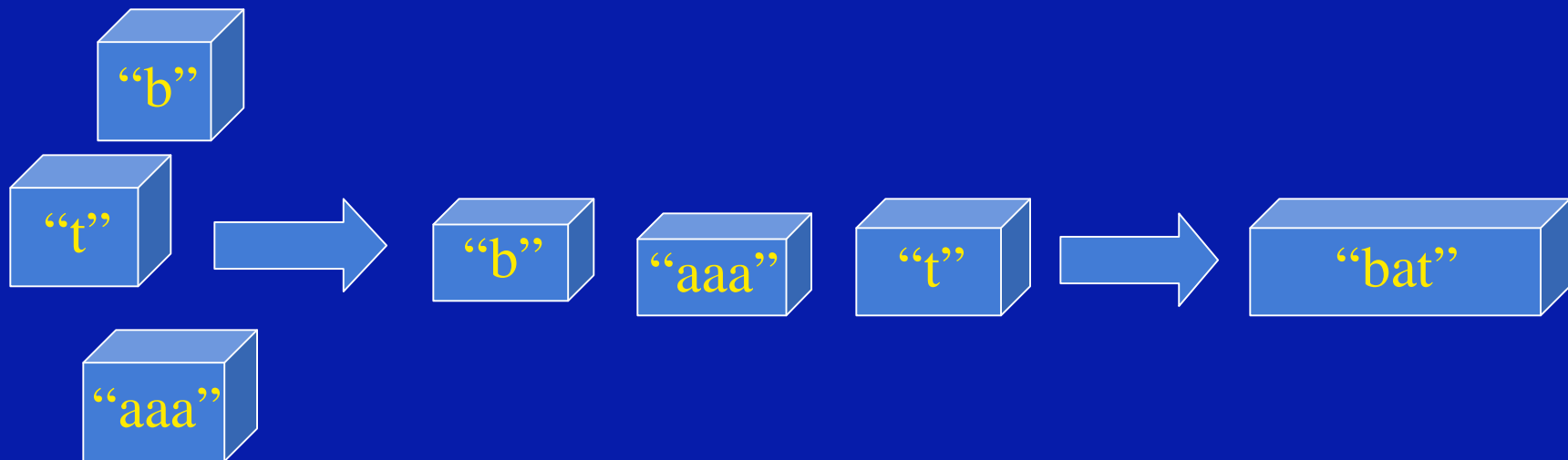


/k-l-o-k/

Speaking

Speaking: Making Words

A speaker retrieves and then orders the phonemes to make a word



Why Orton-Gillingham Instruction?

- Spoken language is seamless; that is, there are no breaks in speech signaling where one phoneme ends and the next one begins. Rather, phonemes are folded into each other and are co-articulated. Discovering phoneme units requires instruction to learn how the system works. (NRP 2-2)

Phonics Instruction

Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

It teaches children to use these relationships to read and write words.

In Orton-Gillingham, we use the term sound-symbol to describe this relationship.

The goal of phonics instruction is to help children learn and use the alphabetic principle - the understanding that there are systematic and predictable relationships between written letters and spoken sounds.

Put Reading First, 2003

Oral Reading Fluency

What is Oral
Reading
Fluency and
why is it
important?



Fluency Instruction

- Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.
- Readers who have not developed fluency, read slowly, word by word. Their reading is choppy.

- **More fluent readers** focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge.
- Therefore, they are able to focus on comprehension.

Less fluent readers must focus their attention primarily on decoding individual words.

Therefore, they have little attention left for comprehending the text.

Vocabulary Instruction

- Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.
- Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.

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Put Reading First, 2003

- Children learn word meanings in three different ways:
- They engage daily in oral language.
- They listen to adults read to them.
- They read extensively on their own.

Comprehension Instruction

- Comprehension is the reason for reading.
- As they read, good readers are both purposeful and active.

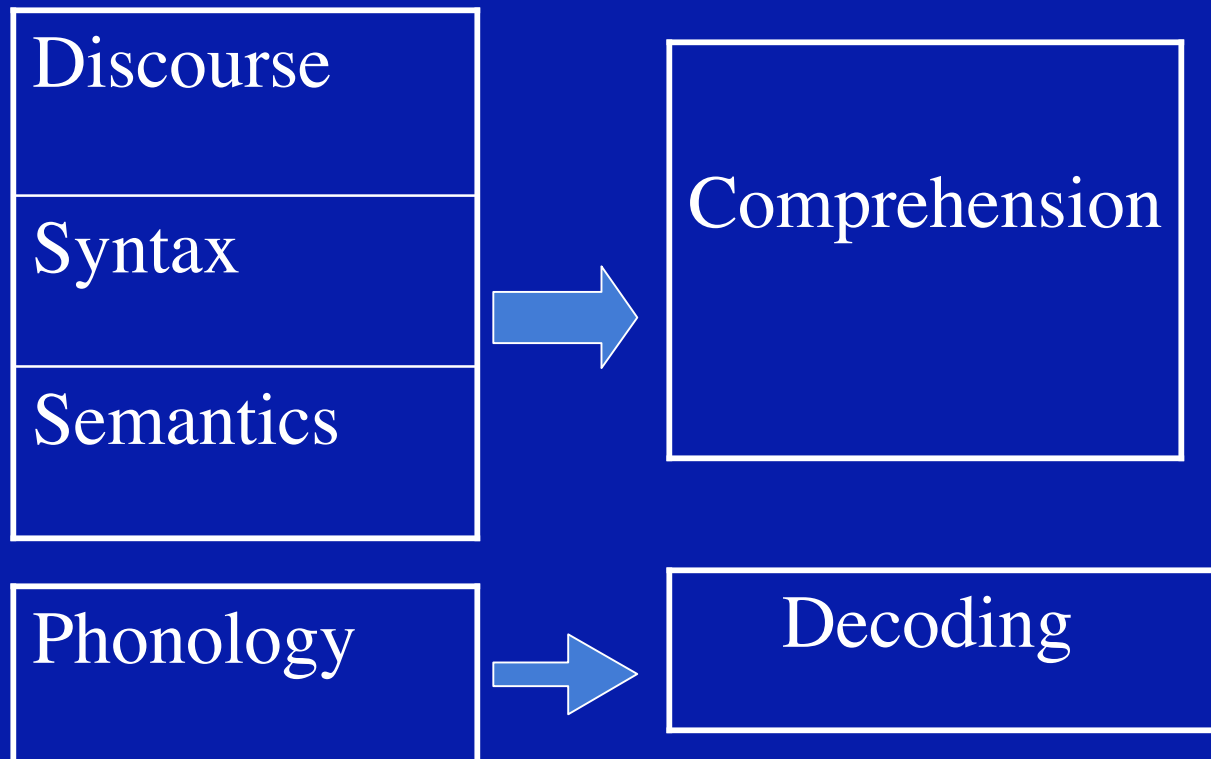
The ability to read and comprehend depends upon rapid and automatic recognition and decoding of single words. Slow and inaccurate decoding are the best predictors of deficits in reading comprehension

Bowman Gray
Colorado
Johns Hopkins
Yale
Florida

Dyslexia

Language System

Reading



A phonological weakness interferes with decoding; higher abilities necessary for comprehension are intact.

STRANDS OF EARLY LITERACY DEVELOPMENT

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

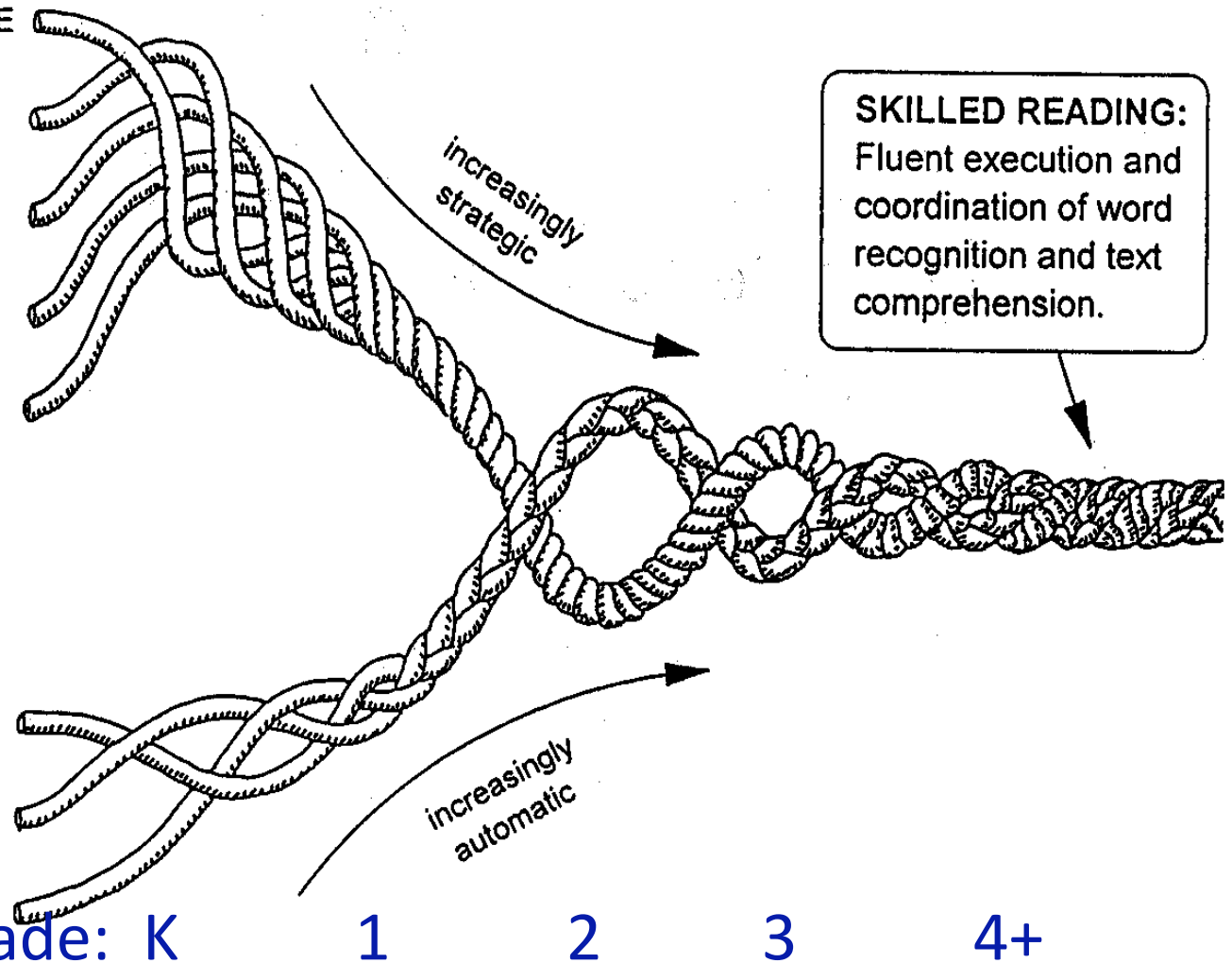
Grade: K

1

2

3

4+



SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

Dyslexia

- Dyslexia is 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 the growth of vocabulary and background knowledge.

Characteristics of Dyslexia

- Visual/Auditory
- Spatial/temporal
- Oral Expression
- Listening
- Organization
- Emotional/Psychological
- Motivation
- Physical Coordination
- Cognitive potential

Visual/Auditory Issues

- Visual discrimination
- Auditory discrimination
- Visual memory
- Auditory Memory

Visual confusions common to dyslexics

- For Reading

- Letter confusions

m/n, i/l, b/d, /h,n,

- Similar word configurations

head

hand

need

- Difficulty with letter sequence

begin/being slit/silt lots/lost from/form

Auditory Confusions common to dyslexics

- Admission/ omission
- Extinct/distinct
- Cemetery/ secretary
- I'm eager/meager
- Commas/commerce
- Require/acquire

Sequencing

Students must learn to recognize frequently occurring orthographic(spelling) patterns in words. The student who must struggle with recognition of individual letters cannot begin to identify frequent letter sequences or recognize letter patterns.

For fluent reading to develop, a student must learn to recognize frequently occurring orthographic(spelling) patterns in words. The student who must struggle with recognition of individual letters cannot begin to identify frequent letter sequences or recognize letter patterns.

Disabled readers do not readily acquire the alphabetic code because of deficits in phonological processing. Thus, disabled readers must be provided highly structured programs that explicitly teach application of phonological rules to print.

G. Reid Lyon
N.I.H.

Samuel Torrey Orton

- Realized that all aspects of language functions were involved- listening, speaking, reading and writing.
- Treatment was educational

Anna Gillingham
Bessie Stillman

Developed an educational
prescriptive to remediate dyslexic
children

The Orton-Gillingham Approach

- Direct and Explicit
- Alphabetic - Phonetic
- Diagnostic and Prescriptive
- Multi - sensory
- Structured, Sequential, and Systematic
- Cumulative and Repetitive
- Cognitive
- Emotionally Sound/Flexible

Alphabetic - Phonetic

Students need to understand (a) that a letter has both a name and a sound, (b) that a spoken word is made up of a sequence of individual sounds, (c) that letters are sequenced from left to right, and (d) speech sounds match the symbols as they are written.

Symbol to sound - c, k, ch, and ck all represent the /k/ sound

Sound to symbol - /k/ can be represented by the following symbols: c, k, ch, and ck

Direct and Explicit

- Make no assumptions
- Teach the language to the child as he/she is
- Children don't see patterns-need direct teaching
- Only responsible for what I teach you here

Diagnostic and prescriptive

When a student makes an error, the tutor immediately helps the student identify the error; then the tutor makes a diagnostic decision regarding the pathway in which the error occurred and determines why the error occurred.

Each error is corrected immediately, using specific prescriptive strategies, depending on the diagnostic information gathered from the error.

Multisensory

- A multisensory approach must involve all pathways to learning - auditory, visual, and kinesthetic/tactile. The last involves hand/arm movement, speech musculature movement (lips, tongue, and throat) and the sense of touch.
- Spelling is taught simultaneously with reading. In this respect Orton- Gillingham differs from traditional phonics programs.

Structured, Sequential, and Systematic

- The English language must be presented in an organized way, involving sounds, rules, syllable patterns, generalizations, grammar, and linguistic principles.
- Our language needs to be learned by starting with the simple and moving to the more complex. It needs to be sequenced in an organized way for the study of both the spoken and written language involved in reading and spelling.

Cumulative and Repetitive

- Each new element introduced needs to be directly connected to what is already know, so that it can be readily used as the body of knowledge grows.
- Just understanding the logic of language is not sufficient. Overlearning is necessary so that retrieval becomes automatic. This is achieved by repetition. The amount of repetition needed varies with individuals.

Cognitive

- Teaches a reliable “system”
- Involves structural analysis
- Engages a thought process for reading and spelling.
- Reasoning can be used to build mastery.

Emotionally Sound

Because old material is constantly reviewed and new material is introduced systematically, the student experiences a high degree of success in every lesson and gains in confidence as well as in skill.

Learning becomes a positive experience.

Flexible

At its best, Orton – Gillingham teaching is diagnostic – prescriptive in nature. Always the teacher seeks to understand how an individual learns and to devise appropriate teaching strategies.

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