



## Academy of Orton Gillingham Practitioners and Educators Associate Reading List

**Background:** The Orton-Gillingham Approach was developed by Samuel T. Orton, June Lyday Orton, Anna Gillingham, Bessie Stillman, and Paula Rome. By reason of their various specialties, they provided strength in neurobiology, medical evaluation, and the psychology and pedagogy of education. All courses and practica considered essential for membership in the Academy derive directly from the work of these pioneers. Many students of Sam and June Orton, Anna Gillingham, Bessie Stillman, and Paula Rome generated their own excellent programs and instructional materials based on the foundations of their multi-disciplinary training. Those programs and materials, which the Academy recognizes as Orton-Gillingham based, may be used in addition to the primary works listed as required readings, but should not replace them.

**Purpose:** At the Associate level, the readings below are designed to add a broad background and knowledge base to communicate the essentials of effective literacy instruction, components of the Orton-Gillingham Approach, and the structure of our language.

### **Requirements:**

- The following readings are required at Associate Level.
- The required readings listed below may be supplemented at the discretion of the Fellow.
- How the readings and reflections are documented are at the discretion of the Fellow.
- For the Seminal Works, Fellows will **assign selections from at least one** of the Seminal Works to study in depth.

The Board of Directors has granted a two-year period of transition for completion of all of the readings on the Associate Reading List Updated on April 2016. Readings are listed under specific categories. We suggest that a trainee's Fellow evaluates the readings that have already been completed. Then, the Fellow can decide what readings on the updated list will be required.

**The transition period to the new Associate Reading List ends on July 1st, 2018.**

### Seminal Works

(Selections are assigned by the Fellow.)

The AOGPE seminal works reflect the foundational work of the founding Orton-Gillingham developers. The intent of these readings is to understand the historical background of the different regional strands of the Approach, their foundations, and their unique characteristics. Fellows will **assign selections from at least one** of the following Seminal Works to study in depth. Decisions regarding excerpts from the other works will be determined by the Training Fellow.

Gillingham, Anna, & Stillman, Bessie. (1997). *Gillingham Manual: Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship* (8th ed.). Cambridge, MA: Educators Publishing Service. (ISBN: 0-8388-0200-1, other editions may be substituted.)

Orton, June Lyday. (1964). *A Guide to Teaching Phonics*. Cambridge, MA: Educators Publishing Service. (ISBN: 0-8388-0241-9)

Rome, Paula & Osman, Jean. (1972). *The Language Tool Kit*. Cambridge, MA: Educators Publishing Service. (ISBN: 0-8388-0521-3)

Rome, Paula & Osman, Jean. (1972). *The Advanced Language Tool Kit: Teaching the Structure of the English Language*. Cambridge, MA: Educators Publishing Service. (ISBN: 0-8388-0549-3)

### Understanding of Dyslexia

(All selections are required. IDA publications used with permission.)

The International Dyslexia Association. (2008). *IDA Fact Sheet: Attention-Deficit/Hyperactivity Disorder (AD/HD) and Dyslexia*.

<http://www.ortonacademy.org/cms/uploads/adhd-and-dyslexia-ida-fact-sheet-2008.pdf>

The International Dyslexia Association. (2015). *IDA Fact Sheet: Dyslexia and the Brain*.

<http://www.ortonacademy.org/cms/uploads/dyslexia-and-the-brain-ida-fact-sheet-2015.pdf>

The International Dyslexia Association. (2014). *IDA Dyslexia Handbook: What Every Family Should Know*.

<http://www.ortonacademy.org/cms/uploads/ida-dyslexia-handbook-what-every-family-should-know-2014.pdf>

The International Dyslexia Association. (2013). *Dyslexia in the Classroom: What Every Teacher Needs to Know*.

<http://www.ortonacademy.org/cms/uploads/dyslexia-in-the-classroom-what-every-teacher-needs-to-know-2013.pdf>

### Historical Perspectives on Orton-Gillingham

(All selections are required.)

Academy of Orton-Gillingham Practitioners and Educators. (2016). *Academy of Orton-Gillingham Practitioners and Educators: Overview*. Amenia, NY: Author.

[http://www.ortonacademy.org/cms/uploads/1\\_aogpe-overview-5\\_9\\_16-final.pdf](http://www.ortonacademy.org/cms/uploads/1_aogpe-overview-5_9_16-final.pdf)

McClelland, J. (1989). Gillingham: Contemporary After 76 years. *Annals of Dyslexia*, 39, 34-49. Ask your Fellow for a copy.

Sheffield, B. (1991). The Structured Flexibility of Orton-Gillingham. *Annals of Dyslexia*, 41, 41-53. Ask your Fellow for a copy.

### Components of Effective Reading Instruction

**Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension**

(All selections are required. IDA publications used with permission.)

Cain, K. (2009, Spring). Making Sense of Text: Skills That Support Text Comprehension and Its Development. *Perspectives on Language and Literacy*, 11-14.

[http://www.ortonacademy.org/cms/uploads/making-sense-of-text\\_cain.pdf](http://www.ortonacademy.org/cms/uploads/making-sense-of-text_cain.pdf)

Chall, J. (1983). Chall's Stages of Reading Development.

[http://www.ortonacademy.org/cms/uploads/stages-of-reading-development-1983\\_chall.pdf](http://www.ortonacademy.org/cms/uploads/stages-of-reading-development-1983_chall.pdf)

Hook, P. E., & Jones, S. D. (2004, Spring). The Importance of Automaticity and Fluency For Efficient Reading Comprehension. *Perspectives, on Language and Literacy* 16-21.

<http://www.ortonacademy.org/cms/uploads/the-importance-of-automaticity-and-fluency-hook-&-jones.pdf>

*Put Reading First: The Research Building Blocks for Teaching Children to Read* (3rd ed.).

(2006). National Institute for Literacy, the Partnership for Reading. LINC'S: Literacy Information and Communication System.

<http://www.ortonacademy.org/cms/uploads/put-reading-first-3rd-ed-2006.pdf>

### **Handwriting**

(All selections are required.)

Berninger, V. W. (2012, May-June). Strengthening the Mind's Eye The Case for Continued Handwriting Instruction in the 21st Century. *Principal*. Reprinted with permission. Copyright 2012 National Association of Elementary School Principals. All rights reserved.

[http://www.ortonacademy.org/cms/uploads/berninger-minds\\_eye\\_handwriting\\_2012.pdf](http://www.ortonacademy.org/cms/uploads/berninger-minds_eye_handwriting_2012.pdf)

King, D. H. (2015, April-May). Why Bother with Cursive? *The Examiner*.

<http://www.ortonacademy.org/cms/uploads/why-bother-with-cursive-2015.pdf>

The International Dyslexia Association. (2012). *IDA Fact Sheet: Understanding Dysgraphia*

<http://www.ortonacademy.org/cms/uploads/understanding-dysgraphia-ida-fact-sheet-2012.pdf>

### **Assessment and Evaluation**

(All selections are required. IDA publications used with permission.)

The International Dyslexia Association. (2016). *IDA Fact Sheet: Dyslexia Assessment: What It Is and How It Can Help*.

<http://www.ortonacademy.org/cms/uploads/dyslexia-assessment-ida-fact-sheet-2016.pdf>

The International Dyslexia Association. (2009). *IDA Fact Sheet: Testing and Evaluation*.

<http://www.ortonacademy.org/cms/uploads/testing-and-evaluation-ida-fact-sheet-2009.pdf>

### **History of English**

(Required)

Moats, L. (2005-2005, Winter). How Spelling Supports Reading. *American Educator*, 12-22 & 42-43.

<http://www.ortonacademy.org/cms/uploads/moats-how-spelling-supports-reading.pdf>