

## Academy Required Reading Lists

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 neurobiological science, medical evaluation and in 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 the Ortons, Gillingham, Stillman and 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.

The following list contains both **required** and **recommended** readings. The dark bullet (•) identifies required readings and the hollow bullet (o) indicates those that are recommended. The individual Fellow will determine the specific requirements for each intern.

In addition to the required and suggested readings, the Fellow may assign supplemental material. It is the responsibility of the Fellow to pursue new information rigorously via current research, publications, websites, videos, audiotapes, etc. Fellows are encouraged to share this information with other professionals, trainees and the Academy.

### Associate Level

<p><b>Seminal Works</b></p> <p><b>(Required at all levels.)</b></p>	<p>All courses and practica are based on the original works of Samuel T. Orton, June Lyday Orton, Anna Gillingham, Bessie Stillman, and Paula Rome. The Fellow will determine the required sections from these works.</p> <ul style="list-style-type: none"> <li>• <b>Gillingham, Anna &amp; Stillman, Bessie. 1997 (8<sup>th</sup> edition). <i>Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship</i>. (Other editions may be substituted.) Cambridge, MA: Educators Publishing Service ISBN: 0-8388-0200-1</b></li> <li>• <b>Phonics Drill Cards: same citation as above</b></li> <li>• <b>Orton, June Lyday. 1964. <i>A Guide to Teaching Phonics</i>. Cambridge, MA: Educators Publishing Service. ISBN: 0-8388-0241-9</b></li> <li>• <b>Orton, Samuel Torrey. 1989. <i>Reading, Writing and Speech Problems in Children</i>. (letters optional) Baltimore, MD: International Dyslexia Association. ISBN: 0-89079-179-1</b></li> <li>• <b>Rome, Paula &amp; Osman, Jean. 1972. <i>The Language Tool Kit</i>. Cambridge, MA: Educators Publishing Service. ISBN: 0-8388-0521-3</b></li> <li>• <b>Rome, Paula &amp; Osman, Jean. 1972. <i>The Advanced Language Tool Kit: Teaching the Structure of the English Language</i>. Cambridge, MA: Educators Publishing Service. ISBN: 0-8388-0549-3</b></li> </ul>
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<p><b>Dyslexia</b></p>	<ul style="list-style-type: none"> <li>• <i>Academy of Orton-Gillingham Practitioners and Educators: An Overview.</i> 2007. Amenia, NY: Academy of Orton-Gillingham Practitioners and Educators.</li> <li>• <b>Ryan, Michael. 1994. <i>The Other Sixteen Hours: The Social and Emotional Problems of Dyslexia.</i> O Book: Emeritus Series. Baltimore, MD: International Dyslexia Association Item # 0-89214-008-9</b></li> <li>• <b>Wilkins, Angela &amp; Garside, Alice. 2002. (3<sup>rd</sup> edition) <i>Basic Facts About Dyslexia: What Every Layperson Ought to Know.</i> (Part I) B Book: Emeritus Series. Baltimore, MD: International Dyslexia Association. Item # 0-89214-017-8</b> <ul style="list-style-type: none"> <li>○ Sanders, Marion. 2001. <i>Understanding Dyslexia and the Reading Process: A Guide for Educators and Parents.</i> Needham Heights, MA: Allyn and Bacon. ISBN: 0-205-30907-0</li> <li>○ Sheffield, Betty. 1991. <i>The Structured Flexibility of Orton-Gillingham.</i> Annals of Dyslexia, 41: 41-53. Baltimore, MD: International Dyslexia Association.</li> </ul> </li> </ul>
<p><b>Linguistics/ History</b></p>	<ul style="list-style-type: none"> <li>• <b>Chall, Jean. Stages of Reading Development – chart. This may be downloaded from many sites on the Internet.</b></li> <li>• <b>Geschwind, Norman. 1982. <i>Why Orton was Right.</i> Annals of Dyslexia, 32: 13-30. Baltimore, MD: International Dyslexia Association.</b></li> <li>• <b>King, Diana. 2000. <i>English Isn't Crazy.</i> Austin, TX: Pro-Ed. ISBN: 0-89079-179-1</b></li> <li>• <b>McClelland, Jane. 1989. <i>Gillingham: Contemporary After 76 years.</i> Annals of Dyslexia, 39: 34 -49. Baltimore, MD: International Dyslexia Association.</b></li> </ul>
<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>• <b>Johnson, Doris. 2001. <i>Listening Comprehension and Attention: Basic Facts.</i> L Book: Emeritus Series. Baltimore, MD: International Dyslexia Association. Item # 0-89214-050-X</b></li> </ul>
<p><b>Testing</b></p>	<ul style="list-style-type: none"> <li>• <b>Kaufman, Lorna. &amp; Felton, Rebecca. 2001. <i>Understanding Test Results: Standard Scores, Percentiles and Other Sources of Confusion.</i> U Book: Emeritus Series. Baltimore, MD: International Dyslexia Association. Item # 03091</b></li> </ul>
<p><b>Research</b></p>	<ul style="list-style-type: none"> <li>• <b><i>Put Reading First: The Research Building Blocks for Teaching Children to Read.</i> 2001. The Partnership for Reading. <a href="mailto:EdPubOrders@aspensys.com">EdPubOrders@aspensys.com</a> (for free hard copies) <a href="http://www.nifl.gov">www.nifl.gov</a> (for download)</b></li> </ul> <p><b>Check Academy publications and website for current information and research as well as additions or deletions to this list.</b></p>

