



Why O-G Morphology?

- Approximately 60% of students who have a deficit in their visual memory also experience issues with auditory memory or processing oral language (Rome & Osman, 2000).
- Knowledge of word structure at the morpheme level increases the understanding of word meaning, enables rapid word recognition, and assists with spelling (Moats, 20001).
- Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development (Rasinski et al, 2008).
- Vocabulary instruction needs to include repetition (Blachowicz & Fisher 2004; Nagy 1988).

The Texts

- *The Advanced Language Tool Kit: Teaching the Structure of the English Language*
- *The Other Sixteen Hours: The Social and Emotional Problems of Dyslexia*
- *Basic Facts About Dyslexia: What Every Layperson Ought to Know*
- *Why Orton was Right*
- *Gillingham: Contemporary after 76 Years*

The Texts

- *Listening Comprehension and Attention: Basic Facts*
- *Understanding Test Results: Standard Scores, Percentiles and Other Sources of Confusion*
- *Put Reading First: The Research Building Blocks for Teaching Children to Read*
- *Academy of Orton-Gillingham Practitioners and Educators: An Overview*
- *Excerpts from the Gillingham Manual: Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship*

Scope & Sequence

- History
- Phonology
- Syllable Division Patterns
- Morphology
- Spelling Rules
- Reading Comprehension

Day One

- Binder Bonding
- History of the AOGPE / Code of Ethics
- Nature of the Dyslexic Learner
- History of Dyslexia and O-G
- Structure of the English Language
- Jewel Boxes

Day Two

- Discuss Assigned Readings
- Finish Jewel Boxes
- Chall's Stages of Reading Development
- Basic Landmarks of the Brain
- Syllable Division Patterns

Day Three

- Discuss Assigned Readings
- History of English
- Spelling Rules
 - FLS
 - 1-1-1
 - Silent -e
 - y to I
- Morphology Resources

Day Four

- Discuss Assigned Readings
- Writing Lesson Plans
- Reading Comprehension
- Presentations

Day Five

- Discuss Assigned Readings
- Finish Presentations
- Basics of Grammar
- Games, Games, Games!

References

- Blachowicz, C.L.Z., & Fisher, P. (2004). *Building vocabulary in remedial settings: Focus on word relatedness*. Perspectives, 30, 1. The International Dyslexia Association.
- Moats, Louis C. (2001). *Speech to Print*. Baltimore, MD: Paul H. Brookes Publishing Co.
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- Nagy, W.E. (1988). *Teaching vocabulary to improve reading comprehension*. Newark, DE: International Reading Association.
- Rasinski, T., Padak, N., Newton, R., & Newton, E. (2008). *Greek & Latin roots: Keys to building vocabulary*. Huntington Beach, CA: Shell Education.
- Rome, P., & Osman, J. (2000). *Advanced Language Tool Kit*. Cambridge, MA: Educators Publishing Service.