

# Diversity in Dyslexia: The Certified Profile & Annotated Lesson Plan

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## Learning Outcomes



Fellows will:

- Feel confident in utilizing the AOGPE Student Profile and Lesson Plan Rubric combined with the Curriculum Handbook Certified Standards to guide trainees in writing Certified-level profiles.

Individuals will:

- Take away a better understanding of the depth and breadth required for developing Certified-level student lesson plans that align with Academy standards as outlined in the Curriculum Handbook and the AOGPE Student Profile and Lesson Plan Rubric .
- Understand common application errors that lead to application deferrals.

# DISCLAIMER



THERE ARE MANY DIFFERENT APPROACHES TO WRITING A CERTIFIED PROFILE AND ANNOTATED LESSON PLAN.  
THIS IS MERELY A MODEL

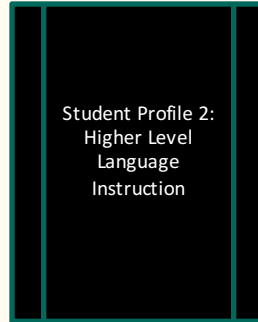
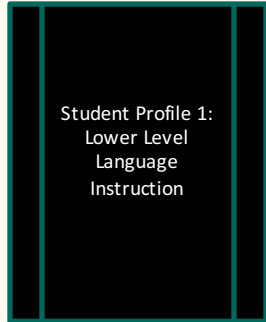
Nothing that is presented here supersedes what your Fellow states.



- Profile requirements
- Review Profile together
- Frequently-encountered reasons for deferrals (profiles)
- Lesson Plan requirements
- Review Annotated Lesson Plan (with error repair)
- Frequently-encountered reasons for deferrals (lesson plans)

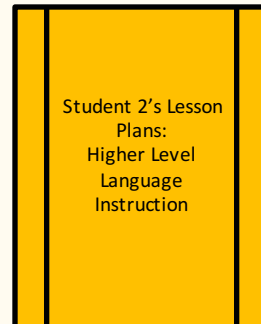
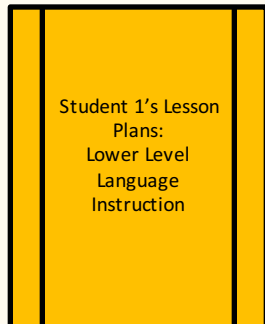
# The Certified Application

The Candidate submits two profiles...



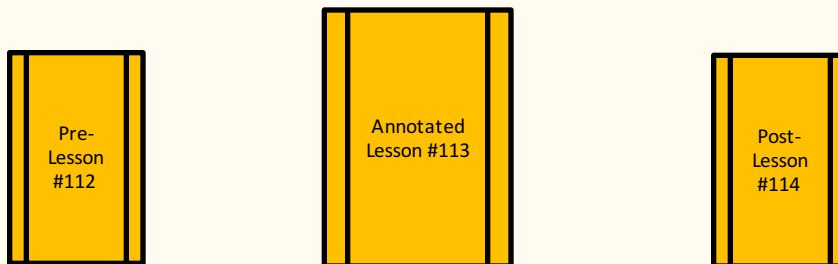
# The Certified Application

...as well as two sets of lesson plans



# The Lesson Plans

- Applicants submit three consecutive lesson plans for both the lower and higher level of instruction students; **only** the the middle lesson is annotated.



- Student work must be included with all three lesson plans.
- Photos or photocopies of student work need to be clear in order for the committee to evaluate the student work.

Certified Level Rubric

Profile	
1	Relevant Family History <i>Family history of dyslexia or LD</i>
2	Relevant Medical History <i>For example: Ear infections, co-morbidities</i>
3	Physical Description <i>Include age and other relevant items such as motor control</i>
4	Personality, Talents, Interests <i>Social Functioning</i>
5	Educational History <i>Grade, Retention, Special Services</i>
6	Applicant's Writing Style <i>Uses correct grammar and sentence structure</i>
7	Applicant's Professionalism <i>Profile demonstrates the professional standard expected at this level of OG certification</i>
8	Cognitive Functioning & Academic Achievement <i>Evidence through formal testing or observation; At least one student profile must include formal cognitive and academic testing. What led you to believe the student is appropriate?</i>
9	Diagnosis and/or Appropriateness of Student <i>Essential</i>
10	Informal Testing: Results of informal pre-assessments performed by tutor <i>Chart or table preferred</i>
11	Testing Data is summarized, interpreted and discussed <i>Chart or table preferred</i>
12	Summary of Strengths and Weaknesses <i>How did you use this data to determine your instruction?</i>
13	How do the results of assessments inform instruction? <i>Simple to complex, common to less common</i>
14	Logical Sequence of OG Skills as appropriate for the individual student <i>As seen in the sequence of OG skills taught</i>
15	Adequate detail for OG tutor to design a lesson for this student <i>Minimum of two 40-60 minute lessons</i>
16	Number of sessions taught/week <i>Sufficient for trainee to develop understanding of the scope and sequence and nature of learner (minimum of 30 lessons)</i>
17	Number of lessons prior to submitted lesson <i>Evidence that the teacher is recording errors so that they can be addressed in the next lesson</i>
18	Demonstration of progress monitoring <i>Examples such as pre- and post-testing data, charts, benchmarks for specific skills</i>
Pre and Post Lesson Plans	
1	Lessons Numbered in Sequence
2	Lesson Objectives <i>For skill(s) introduced or reviewed</i>
3	Review of confusions from previous lesson <i>Previous confusions noted &amp; addressed in lesson</i>
4	Review of most recently introduced element or concept <i>Evidence of review and reinforcement of previously learned material</i>
5	Comments noted on the lesson plan - if handwritten documents and notations must be legible <i>Evidence that the teacher is recording errors so that they can be addressed in the next lesson</i>
6	Visual Drill
7	Auditory Drill
8	Blending Drill/Practice <i>Practice for automaticity</i>
9	Reading: Words <i>Appropriate word choice, vocabulary development if appropriate</i>
10	Reading: Syllable division <i>Practice and Application (if applicable)</i>
11	Reading: Sentences <i>Fluency, vocabulary, comprehension</i>
12	Oral Reading of connected text <i>Appropriate level and content, instruction in comprehension strategies if appropriate</i>
13	Instruction/Practice with non-phonetic words <i>Appropriate level and content for the student</i>



**Profile Compilation Sheet\***

Practitioner's Name  
 Student Name  
 Date of Profile

- I. Background Information
  - A. Student information: name (first name only or pseudonym), age, grade, school
  - B. Relevant Family History
    1. Parents: occupations, level of education, involvement in student's academics
    2. Siblings
    3. ELL? Adopted? Frequent moves?
    4. History of dyslexia or LD
  - C. Relevant Medical History
    1. Birth issues (e.g., premature birth, any pre-natal concerns)
    2. Health issues (e.g., ear infections, allergies, asthma, hospitalizations)
    3. Vision/hearing problems
    4. Developmental milestones met as expected
    5. Speech/language issues
    6. Attention problems
    7. Medication(s)
    8. History of counseling – past and present

Practitioner's Name: Samantha Smart  
 Student Name: M.J.  
 Date of Profile: September 2018

**Student Information**

At the time of this profile, M.J. is a thirteen-year-old male at a public school in the greater Boston area. He is entering the seventh grade in September 2018. In grade four, he was diagnosed with a specific learning disability in reading and receives specialized interventions through an Individualized Education Program (IEP). His special education team recommended Orton-Gillingham tutoring due to his weaknesses in reading and written language. I began working with M.J. in January 2016 when he was in fourth grade.

**Relevant Family History**

M.J.'s parents hold law degrees; his father is the Chief of Police and his mother is a stay-at-home mom. Both parents support M.J.'s effort in and out of school. M.J. lives with his older brother, a 17-year-old rising junior, and his nine-year-old sister, who is a rising fourth grader. There is a history of dyslexia in the extended family on the maternal side, as well as ADHD on the paternal side. Neither of M.J.'s siblings is in need of additional academic support.

**Relevant Medical History**

M.J. was the product of a full-term birth and achieved developmental milestones as expected. His history is notable for ear infections which began at the age of 18 months; he had tubes inserted when he was two years old. There is no history of vision problems. M.J. has no health issues other than seasonal allergies to pollen. He takes no medication regularly, and he has no history of counseling.

**Student Description**

M.J. is a curious, kind, and social child. His gross and fine motor skills are within normal range. Teachers at his school describe him as a student with a good sense of humor and say that he is eager to do well. He is known as *the gentle giant* because of his size (5'5 and 120 pounds). M.J. worships his older brother, a talented hockey player and honor roll student, and consistently speaks highly of his little sister, for whom he tries to be a caretaker. He enjoys playing video games, ice hockey, and baseball; he is a gifted pitcher and plays in multiple leagues. His good nature, combined with his athletic prowess, makes him a magnet for other students. He has two best friends – both fellow athletes – with whom he spends the majority of his time; one of the pair is also diagnosed with a specific learning disability in reading.

M.J.'s attitude towards school is variable. He loves math and science. Social studies, reading, and writing are more challenging for M.J, thus causing him to have a negative attitude towards these subjects. M.J.'s parents have an understanding of his disability and want to help him in any way they can.

**Educational History**

M.J. has attended the same suburban, public-school system since kindergarten, and he recently completed sixth grade. He has never been retained. He received Tier 2 small-group reading interventions in grades 2 and 3 due to concerns about his slow progress; he was referred to the child study team at the end of grade three. M.J. was diagnosed with a specific learning disability in reading and began receiving specialized interventions in January 2016. His IEP originally outlined three 1:1 multi-sensory, structured-language lessons per week as well as small group written language twice weekly for 45 minutes in a small group. Since mid-fifth grade, his 1:1 was reduced to twice weekly and he has more services provided in the classroom for writing support.

### Cognitive Functioning Data and Summary

A neuropsychological evaluation was completed in the winter of 2016. The purpose of the evaluation was to determine his eligibility for special education services. Due to the significant scatter, the evaluator did not provide a Full Scale IQ for M.J.; unfortunately, he also failed to provide the General Ability Index (GAI).

WISC-V	Standard Score	Percentile Rank
<b>Verbal Comprehension Index</b>	<b>133</b>	<b>99<sup>th</sup></b>
Similarities	15	95 <sup>th</sup>
Vocabulary	17	99 <sup>th</sup>
<b>Visual Spatial Index</b>	<b>114</b>	<b>82<sup>nd</sup></b>
Block Design	11	63 <sup>rd</sup>
Visual Puzzles	14	91 <sup>st</sup>
<b>Fluid Reasoning Index</b>	<b>97</b>	<b>42<sup>nd</sup></b>
Matrix Reasoning	7	16 <sup>th</sup>
Figure Weights	12	75 <sup>th</sup>
<b>Working Memory Index</b>	<b>110</b>	<b>75<sup>th</sup></b>
Digit Span	11	63 <sup>rd</sup>
Picture Span	12	75 <sup>th</sup>
<b>Processing Speed Index</b>	<b>105</b>	<b>63<sup>rd</sup></b>
Coding	10	50 <sup>th</sup>
Symbol	12	75 <sup>th</sup>

*Scores that fall within 25<sup>th</sup> - 75<sup>th</sup> percentile ranking are considered within the average range of a national sample. Standard Scores (SS) of 90-109 and 8-12 fall within the average range.*

On the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), M.J.'s Verbal Comprehension Index (VCI), which assesses his ability to use language to communicate ideas and reason through problems, was within the Extremely High (99<sup>th</sup> percentile) range. His Visual Spatial Perceptual Reasoning Index (PRI, 75<sup>th</sup> percentile) was within the High Average range. M.J.'s Visual Spatial Index (VSI, 82<sup>nd</sup> percentile), Working Memory Index (WMI, 75<sup>th</sup> percentile), and Processing Speed Index (PSI, 63<sup>rd</sup> percentile) all fall within the High Average range; however, it is significant to note that M.J.'s PSI is almost two standard deviations below his VCI, and his WMI is a standard deviation and a half below his VCI. Further discussion, as well as interpretation, of M.J.'s scores begin on page 6 of this student profile.



**Educational Achievement Data and Summary***Wechsler Individual Achievement Test – 3<sup>rd</sup> Edition (WIAT-III)*

	Standard Score	Percentile Rank
Receptive Vocabulary	106	66 <sup>th</sup>
Oral Discourse Comprehension	136	99 <sup>th</sup>
Reading Comprehension	120	91 <sup>st</sup>
Pseudoword Decoding	93	32 <sup>nd</sup>
Word Reading	105	63 <sup>rd</sup>
Sentence Building	100	50 <sup>th</sup>
Sentence Combining	119	90 <sup>th</sup>
Spelling	87	19 <sup>th</sup>
Oral Expression	106	66 <sup>th</sup>
Oral Reading Fluency	103	58 <sup>th</sup>
Written Expression	91	27 <sup>th</sup>

M.J.'s word reading – both real and nonsense – fall solidly in the average range; however, Reading Comprehension, which measures his understanding of connected text, is in the high average (91<sup>st</sup>percentile) range. MJ scored in the low-average range for Spelling (19<sup>th</sup>percentile) and Written Expression (27<sup>th</sup>percentile). It is noted that his handwriting took effort to read in all of the written sections.

*Comprehensive Test of Phonological Processing – 2<sup>nd</sup> Edition (CTOPP-2)*

	Standard Score	Percentile Rank
Elision	85	16 <sup>th</sup>
Blending Words	110	75 <sup>th</sup>
Phoneme Isolation	106	66 <sup>th</sup>
Phonological Awareness Composite	103	58 <sup>th</sup>

M.J. scored in the low-average range (16<sup>th</sup>percentile) for the Elision subtest, which measures the extent to which an individual can say a word and then say what is left after dropping designated sounds.

*Test of Word Reading Efficiency – 2<sup>nd</sup> Edition (TOWRE-2) Form A*

	Standard Score	Percentile Rank
Sight Word Efficiency	118	89 <sup>th</sup>
Phonemic Decoding Efficiency	94	35 <sup>th</sup>
Total Word Reading Efficiency	106	65 <sup>th</sup>

*Gray Oral Reading Test – 5<sup>th</sup> Edition (GORT-V) Form A*

	Scaled Score	Percentile Rank
Rate	14	91 <sup>st</sup>
Accuracy	13	84 <sup>th</sup>
Fluency	14	91 <sup>st</sup>
Comprehension	12	75 <sup>th</sup>
Oral Reading Index	115	84 <sup>th</sup>

**Informal Assessment Data**

*Gallistel-Ellis Test of Coding Skills*

***Pre-Test***

GIVING SOUNDS

January 2016	Score
Single Consonants	20/20
Vowels (Short Sounds)	5/6
Common Consonant Combinations	7/13
Vowels – Long Sounds	5/6
Soft c, g,s; tch, dge	2/5
Common Vowel Combinations	15/33
Combinations of Vowels with R	7/15
Vowels – Schwa Sound	0/6

## READING WORDS

January 2016	Reading Score	Percentage	Spelling Score	Percentage
Closed Syllable – Single Consonant	22/25	88%	8/10	80%
Closed Syllable – Consonant Blends	15/20	75%	6/10	60%
Silent –e/Open	9/15	60%	3/5	60%
Soft c, g,s; tch, dge	9/15	60%	3/5	60%
Vowel Team Syllables	20/25	80%	12/15	80%
Vowel R Syllables	8/15	53%	2/5	40%
Words with Easy Endings	14/25	56%	2/5	40%
cle Syllable & Common Suffixes	14/25	56%	2/5	40%
Multisyllable Words	-	-	-	-
Phonetically Irregular Words	18/20	90%	6/10	60%

## PROGRESS MONITORING

June 2018	Reading Score	Percentage	Spelling Score	Percentage
Closed Syllable – Single Consonant	25/25	100%	10/10	100%
Closed Syllable – Consonant Blends	19/20	95%	9/10	90%
Silent –e/Open	15/15	100%	5/5	100%
Soft c, g,s; tch, dge	14/15	93%	4/5	80%
Vowel Team Syllables	23/25	92%	12/15	80%
Vowel R Syllables	14/15	93%	5/5	100%
Words with Easy Endings	20/25	80%	3/5	60%
cle Syllable & Common Suffixes	19/25	76%	4/5	80%
Multisyllable Words	18/25	72%	2/5	40%
Phonetically Irregular Words	18/20	90%	6/10	60%

*Qualitative Reading Inventory – 5 (QRI-5)*

Assessment Area	Current Results	Notes
Word Identification:	Independent at 2 <sup>nd</sup> grade Instructional at 3 <sup>rd</sup> grade Frustration at 4 <sup>th</sup> grade	belief for believe – sc illustrate for illustrated precious – skipped memories for memorize adventure for adventurer invent for invented
Reading Comprehension	Expository: Independent at 2 <sup>nd</sup> grade Instructional at 3 <sup>rd</sup> grade Frustration at 4 <sup>th</sup> grade  Narrative: Independent at 3 <sup>rd</sup> grade Frustration at 4 <sup>th</sup> grade	At all levels, extensive background knowledge.

**Discussion of Testing Data****Formal Testing**

M.J.'s strength of verbal skills is reflected in his strong oral communication. M.J. scored in the 99<sup>th</sup> percentile in **Verbal Comprehension (VCI)**, demonstrating a superior ability to use word knowledge, verbalize meaningful concepts, and reason with language-based information. His performance in both the *Similarities* (95<sup>th</sup> percentile) and *Vocabulary* (99<sup>th</sup> percentile) subtests, which are, respectively, considered the best indicator of academic success and most related to demonstrated capacity to "learn" in school, supported his parents' assertion that his inability to learn to read was not due to an impaired intellect. While his **Visual Spatial Index (VSI)**, 82<sup>nd</sup> percentile) placed him in the high average range, his performance on the *Block Design* (SS 11, 63<sup>rd</sup> percentile) subtest placed him a standard deviation below his *Visual Puzzles* (SS 14, 91<sup>st</sup> percentile) performance. This may be due to the lack of a motor component in the Visual Puzzles tasks. M.J.'s performance on **Processing Speed (PSI)**; SS 105, 63<sup>rd</sup> percentile) tasks measured M.J.'s ability to quickly and correctly scan visual information; even though it falls in the average range, it is almost two standard deviations below his VCI, which suggests that his ability to efficiently and effectively take in information and hold it long enough to record and retain it may impair his ability to learn new tasks, such as reading, efficiently. M.J.'s visual skills (*Symbol Search*, SS 12, 75<sup>th</sup> percentile) were stronger than his written skills (*Coding*, SS 10, 50<sup>th</sup> percentile). Based on multiple notations regarding the legibility of his handwriting, tasks involving motor output appear to be problematic. M.J.'s **Working Memory Index (WMI)**, 75<sup>th</sup> percentile) was in the high average range; working memory is correlated to efficiency with learning and task completion. Of particular concern is his performance in the **Fluid Reasoning Index (FRI)**, 42<sup>nd</sup> percentile). While his composite score falls in the average range, it is over two standard deviations lower than his VCI, and a full standard deviation below his VSI. M.J. struggled with the tasks measured on the *Matrix Reasoning* subtest (SS 7, 16<sup>th</sup> percentile), falling one standard deviation below the norm as well as a standard deviation and a half below his performance on the *Figure Weights* subtest (SS 12, 75<sup>th</sup> percentile). His performance in the *Matrix Reasoning* subtest, although in the average range, indicates that his ability to recognize patterns and perform classification tasks is a relative weakness.

In terms of phonological awareness, M.J.'s composite score on the CTOPP places him solidly in the average range at the 58<sup>th</sup> percentile. However, it is important to note that his ability to manipulate sounds and segments of words (**Elision, 16<sup>th</sup> percentile**), falls in the low average range—revealing a clear issue with facility with language.

When examining his academic testing related to the VAT, it is evident that his phonics skills, which are assessed in the **Word Reading** (63<sup>rd</sup> percentile) and **Pseudoword Decoding** (32<sup>nd</sup> percentile) and fall in the average range, are not as developed as his high average **Reading Comprehension** (91<sup>st</sup> percentile) abilities. These findings are supported by his similar performance in the TOWRE-2, where his ability to identify real words (**Sight Word Efficiency, 89<sup>th</sup> percentile**) at which he could guess, far surpassed his ability to decode nonsense words (**Phonemic Decoding Efficiency, 35<sup>th</sup> percentile**) which required knowledge of sound/symbol relationship. Further evidence of M.J.'s aptitude for using his background knowledge and vocabulary to advance his comprehension of connected text is found in the results of GORT-V, which placed him solidly in the average – high average range for *Rate, Accuracy, Fluency, and Comprehension*. Like many students with a language-based learning difference, M.J. excels at reading connected text, which enables him to use his extensive background knowledge and vocabulary, while struggling with reading words in isolation due to his lack of sound/symbol knowledge.

Further evidence of M.J.'s struggle with language manifested in the written language tasks: M.J. scored in the Low Average range on **Spelling** (19<sup>th</sup> percentile). His errors were notable for issues with soft g, as well as suffixes and Latin roots. In terms of connected text in writing, M.J.'s ability to combine two short sentences to form a complex one (**Sentence Combining, 90<sup>th</sup> percentile**) is far more advanced (falling in the high average range) than his ability to generate one (**Sentence Building, 50<sup>th</sup> percentile**). Per the evaluator, most of M.J.'s errors in the latter subtest consisted of spelling and punctuation errors. By contrast, his learning differences were fully evident in the **Written Expression** (27<sup>th</sup> percentile) subtest, which fell in the lower end of the average. This required him to write an essay that included an introduction, paragraphs, conclusion, and transitions, in addition to elaboration. Although he wrote a strong introduction sentence, as well as a solid conclusion, he was unable to elaborate or use transitions, and misspellings, as well as incorrect subject/verb agreement were noted. Legibility and letter formation were problematic in all written work. Considering the sophistication of his oral language, as well as the results of his cognitive assessment, it is apparent that his written language is not a true reflection of his intellect.

All motor skills, as assessed by the Occupational Therapist in January of 2016, were found within the Average or Above Average range.

### Informal Assessment

Prior to beginning work with M.J., I administered the *Gallistel-Ellis Test of Coding Skills* to determine what he knew, as well as to establish a baseline from which to progress monitor. M.J. could name and provide the sound for all of the basic consonants. He identified both the short and long vowel sounds for all except *y*; he had no knowledge of the schwa. He identified the early vowel teams (ee, oo, ea /e/, oa, ai, ay) by subvocalizing words that had the vowel team in it, but he could not provide the long sounds for the *wild old* phonograms. M.J. identified the basic r-controlled phonograms (ar, er, ir, or, and ur), but struggled with more advanced ones (e.g., arr, err). He knew there were two sounds for c and g, but he could only identify one sound for s, and he was unable to provide a phoneme for dge or tch.

The *Gallistel-Ellis* reading of words in isolation consists of real and nonsense words. M.J. demonstrated a solid understanding of sound/symbol association in cvc words, but he struggled with reversals (*firsk* for *frisk*) and omissions (*spat* for *splat*) when reading short vowel words with initial or final consonant blends. Although he could identify most of the real words in the silent *-e*/open syllables section, his decoding was laborious and inaccurate when he encountered the nonsense ones. This was also true with the soft c, g, s; tch, dge section. Vowel team syllables were less challenging for him, but words with *au* and *aw* were problematic, as were the nonsense words. M.J. performed well with basic r-controlled words (*star*, *dirt*), but struggled with *herd*, and was unable to accurately decode nonsense syllables. His performance with words with easy endings, consonant *-le* syllables, and common suffixes was notable for guessing, as well as painstakingly slow decoding. He could not read the first two words in the section. We finished the reading portion of the assessment with phonetically regular words, since I knew that he was familiar with them and that it would end the assessment on a successful note.

The *Gallistel-Ellis* spelling assessment yielded predictable results: M.J.'s areas of strength in spelling of words in isolation mirrored those he was successful with in reading. However, he scored lower in spelling, with errors such as *quite* for *quit*, *ton* for *tune*, and *leje* for *ledge*. Words with easy endings were notable for errors with the first part of the double rule (canned for canned) and the silent *e* rule (*slideing* for *sliding*). In consonant-*le* syllables and common suffixes, he wrote *triffle* for *trifle* and *senut* for *senate*. I did not administer the *Multisyllable* section since we did not complete it for reading. Again, I finished with phonetically irregular words. Although I provided the words he was unsure of in the context of a sentence (e.g., *been*, "I have never been to France."), there were some words that M.J. was not able to spell, even though he was familiar with them.

The results of the QRI-5 are in line with M.J.'s formal testing: he is more susceptible to error when reading words in isolation due to the lack of sound/symbol association, and more capable when he is able to utilize his impressive volume of background knowledge and extensive vocabulary to help him fill the gaps when reading connected text.

### Interpretation of Testing Data

M.J.'s testing data reveals an intelligent young man whose processing speed and working memory, while purportedly average, cannot support his ability to master the sound/symbol association necessary for reading and spelling. Assessments that utilize reading of both real and nonsense words presented in isolation illustrate these difficulties. Conversely, M.J.'s reading of connected text highlights his ability to read more accurately and fluently, with strong comprehension. It is apparent that M.J. is utilizing self-created strategies to generate meaning when reading connected text, which are undoubtedly based on his strong vocabulary bank, extensive background knowledge, and aural learning strength. Although his working memory is average, he has difficulty retaining and manipulating language.

Informal assessments were administered subsequent to formal testing; however, the data is relatively consistent. M.J. possesses remarkable intellectual strengths. He has a preference for verbal learning, and he struggles with inconsistencies with reading, as well as his written language output.

The multisensory, structured, direct language instruction that is the foundation of Orton-Gillingham serves M.J. well. Although initially dubious about O-G instruction because he had not made much progress with the small group instruction he received, he eventually realized that the integration of the visual, auditory, and kinesthetic elements helped him learn. The repetition of the phonogram drill, which begins every lesson, helps cement his knowledge of sound/symbol relationships by addressing deficits in working memory and processing. When we first began working together, he struggled with accuracy in short-vowel words with initial and final consonant blends; the use of a pointer finger when blending helped connect him to the text and improved his accuracy. He also benefits from highlighting the focus phonograms prior to reading the words. The auditory drill (Association 2), helps develop his phonemic awareness (a deficit that is illustrated in his CTOPP scores): he struggled with discriminating between the sounds of short g and j initially, but in time this was remedied. Due to his lower WMI and PSI scores, he uses different colored BINGO chips to segment sounds in the Dictated Words (Association 3) section of the lesson to provide a necessary visual representation of the sounds he is analyzing in a word (blue chips are for consonants and red ones are for vowels). He relied heavily on this strategy when we first began working together.

However, in the past six months I have allowed him to retire the chips unless he is struggling with a word. Instead, he says the sounds and the symbols aloud before writing them. When we first began working together, his awkward pencil grip appeared non-dynamic (he used all of his fingers rather than a tripod grip), and it prevented him from writing fluently and legibly. Once he mastered the tripod grip, his production, as well as legibility, improved significantly. We focused on handwriting the first year that we worked together. Once his handwriting fluency improved, I found that he was able to write longer sentences in dictation since less of his attention was on letter formation. In both reading and dictation, high frequency words remain problematic, and he frequently substitutes them (e.g., *they/them, the/a, for/from*). As his school has moved to keyboarding, I have spent less time on direct instruction in cursive; however, he does write his name, as well as a word or two, in cursive.

Despite his difficulty with language, M.J. is, and always has been, an engaged reader. His parents read to him every night, and he enjoys audiobooks. When we first began working together, the connected text portion of the lesson was generally a few pages from a sound-out chapter book. However, he quickly graduated to lower-level trade books, and now he is reading fiction that is on his grade level. We are currently reading *Hatchet*, and he is intrigued by the thought of being able to survive in the wilderness.

In terms of progress monitoring, I generally use teacher-generated, Curriculum-Based Measures to document mastery; these primarily focus on reading words in isolation, reading decodable sentences, as well non-controlled connected text, and dictated sentences. However, in June of 2018, I re-administered the Gallistel-Ellis Test of Decoding Skills to identify areas of growth in his ability to read and spell words, as well as issues that need to be addressed. The results are a great source of pride for M.J.

**Summary of Orton-Gillingham Work**

I have been working with M.J. since January of 2016; we meet three times a week for 45 minutes in my small classroom. For the first two summers that we worked together, M.J. did not receive services over the summer because of family travel obligations and baseball games. However, this past summer (2018), I did work with him twice a week since his parents were concerned that the summer regression he experiences combined with the increased workload that starts in the seventh grade might overwhelm him. Beyond that, he will no longer qualify for reading intervention in a pull-out model and will receive supports through a co-teaching model. The set of lessons submitted for this application are from August of 2018: 112 (pre lesson), 113 (annotated lesson), and 114 (post lesson). The list of elements taught prior to the aforementioned lessons follows:

- Short vowels
- Consonant digraphs
- Grammar: period, question mark, capital at start of sentence
- Closed syllables with digraphs and blends
- Silent e
- Floss rule for spelling
- vc/cv division pattern with closed and silent e: gob/lin, in/vite
- ck/k rule: pick/pike
- R-controlled vowels in one and two-syllable words: sport, har/vest
- Y my
- Y candy
- ch/tch rule: pinch/pitch
- Open syllable
- v/cv division pattern: raven
- Vowel teams: ee, ea (eat), ay, ai, oo (moon), oa, oi, oy, ou (out), ow (plow), igh
- Grammar concepts: noun, verb, capitalize proper noun
- ing/ang/ong/ink/ank/onk

- More vowel teams: au, aw, ow (snow), oo (book), ea (bread), ie (piece)
- ind/old/ild/ost
- lowercase cursive alphabet (following D.H. King sequence) + uppercase M and J
- soft c concept
- soft g concept
- ge/dge rule: page/bridge
- suffix -ed 3 sounds
- Consonant-le syllable type and division pattern
- Prefixes: **un, re, dis, mis, pre, pro, sub, in, ex**
- Suffixes: **-s, -es, -ing, -ed, -y, -ly, -ment, -er, -est**
- Roots: **port, struct, ject, tract, form, rupt**
- -tion station
- -sion mission
- -ture mixture
- -sion vision
- Doubling rule 1
- Silent e + suffix rule
- Grammar: adjective, adverb
- Uppercase cursive letters (other than those in his first and last name)



Let's talk about...

# Profiles



**Frequently-Encountered Errors**

## Selecting a Student



- Insufficient time working with students.
  - Although the number of hours may vary depending on the student, a minimum of 30 lessons with a student is required before submitting lesson plans. (#17 on the Certified Level Profile Rubric). This means that the lesson plans will be, minimally, lessons 31, 32 (annotated), and 33.
    - The other advantage to having that many lessons is the applicant can demonstrate appropriate pacing (#25 on the Certified Level Annotated Lesson Rubric).
    - The student chosen for the application is one with whom the candidate is familiar. (This takes time.)

## Selecting a Student



- Lack of formal testing
  - Of the two profiles that Certified applicants submit, at least one must include formal testing (#8 on the Certified Level Profile Rubric).
    - Certified candidates must be able to demonstrate understanding of standardized testing, as well as the ability to summarize, discuss, and interpret that information (#11 on the Certified Level Profile Rubric). However, it is important to note that Certified candidates are not required to administer the standardized testing.
    - Although Fellows do not look at the applicants' profiles, they should be working with their CITs to identify appropriate practicum students.

## Role of the Fellow

- Assist in the identification of appropriate students
  - Fellows need to ensure that the students their Certified candidates are choosing appropriate practicum students.
    - This may mean reviewing the neuropsychological report. It does not mean, however, that the Fellow provides information that is used in the profile.
    - Determine if the student is capable of providing the candidate with the advanced experience that is required of the Certified practicum.
- Provide the AOGPE checklist, rubric, and the opportunity *as part of the coursework* to develop the skills necessary for writing a profile.

## Anonymity

1. Please use first name only, a pseudonym, or just initials for the student name in the profile and lesson plans.
2. Redact the student's last name if it is written on the student work.
3. No photographs of anything other than hands.
4. Do not include your Fellow's name anywhere on or in the lesson plan sequence.
5. Redact any logos on lesson plans or references to your school name or town in the profile.

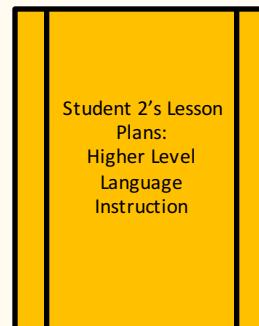
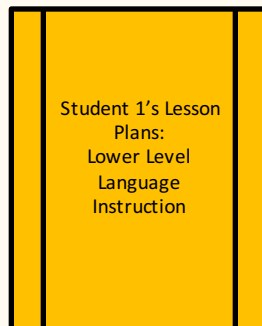


# The Annotated Lesson Plans



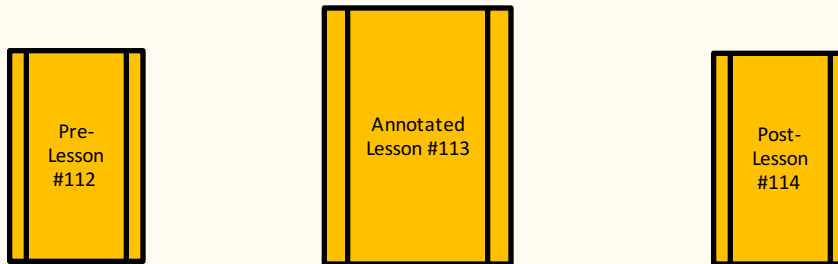
# The Certified Application

Requires two sets of lesson plans, from two different students



## The Lesson Plans

- Applicants submit three consecutive lesson plans for both the lower and higher level of instruction students; **only** the the middle lesson is annotated.



- Student work must be included with all three lesson plans.
- Photos or photocopies of student work need to be clear in order for the committee to evaluate the student work.

## Sample Annotated Lesson

## ANNOTATED LESSON

<i>Student: M.J.</i>	<i>Lesson # 113</i>	<i>Date: August 9, 2018</i>
<i>Errors from previous lesson:</i>		
<i>Reading: shaved/saved, taping/tapping, hiring/hiding</i> <i>Spelling: shiny/shiney, hiding/hidding</i>		
<i>Objective:</i> <i>Mixed practice: doubling rule 1, silent e + suffix rule</i> <i>M.J. will continue to work on the silent e plus suffix rule (4<sup>th</sup> lesson on this skill) while mixing this rule with the previously learned doubling rule part 1. Errors from previous lesson are noted above.</i>		

## Association 1 - symbol to sound oral reading

	Errors
<p><i>Phonograms</i> <i>I held up each phonogram card; M.J. responded with the letter names and sound(s). He provides a key word for recently introduced phonograms and key words are used for any error corrections:</i></p> <p>a (apple, baby), i (igloo, spider), o (octopus, pony), u (umbrella, music), e (Eddie, eject) a-e, i-e, o-e, u-e (cube, rule), e-e y (my, candy) th (thumb, this), ck, tch, oo (school, book), ow (plow, snow), ou (out), oi, oy, ue, ce ci cy cl co ca cr cu ge gi gy gl go ga gr gu dge Consonant-le card: -ble, -dle, -fle, -gle, -kle, -tle -tion (station), -sion (mission, vision), -ture</p>	<p><i>No errors, but he opened his reference notebook for assistance with sounds for -sion and -ture.</i></p>

<p><b>Morphemes</b>  <i>I held up each morpheme on a card; M.J. responded by reading the morpheme, and then providing a key word and meaning as in "un - unhappy - not or opposite of."</i></p> <p>Prefixes: un, re, dis, mis, pre, pro, sub, in, ex          Suffixes: -s, -es, -ing, -ed, -y, -ly, -ment, -er, -est          Roots: port, struct, ject, tract, form, rupt</p>	<p><b>Errors</b>  <i>M.J. confused -es and -er. For -er he responded "making plural for words ending in s, z, sh, ch, x." He sometimes confuses "more than one" with "comparing two things." I prompted him to name the letters again and he responded, "Oh, -er - suffix comparing two things as in taller, or one who as in teacher."</i></p>
---	---

<p><b>Words for Reading – New and Review Concepts</b>  <i>I provided a list of words on paper (see sheet). M.J. read the words and used syllable division strategies to divide words as needed. The words choices (particularly <u>hiding</u> and <u>firing</u>) were selected to help reinforce errors from the previous lesson.</i></p>	<p><b>Errors</b>  <i>No errors. M.J. used syllable division strategies (v/cv and vc/cv) to divide <u>whining</u> and <u>wadding</u>.</i></p>																				
<table border="0"> <tr> <td>dinner</td> <td>diner</td> <td>winning</td> <td>whining</td> </tr> <tr> <td>wading</td> <td>wadding</td> <td>sloping</td> <td>sloppy</td> </tr> <tr> <td>*hiding</td> <td>hidden</td> <td>*firing</td> <td>timer</td> </tr> <tr> <td>emotion</td> <td>detention</td> <td>hibernation</td> <td>vision</td> </tr> <tr> <td>explosion</td> <td>vacation</td> <td>compensation</td> <td>confusion</td> </tr> </table>	dinner	diner	winning	whining	wading	wadding	sloping	sloppy	*hiding	hidden	*firing	timer	emotion	detention	hibernation	vision	explosion	vacation	compensation	confusion	
dinner	diner	winning	whining																		
wading	wadding	sloping	sloppy																		
*hiding	hidden	*firing	timer																		
emotion	detention	hibernation	vision																		
explosion	vacation	compensation	confusion																		

Sentences for Reading (Worksheet) <i>I asked M.J. to read each sentence silently, to then apply the doubling rule or silent e + suffix rule to write the missing word in the blank, and finally, to read each sentence aloud.</i>	Errors
I _____ when I was _____ the grimy (mope + ed) (mop + ing) basement.	
We made a decision not to sail on _____ days. (log + y)	
We asked permission to go _____ on the steep hill. (sled + ing)	
Are you making _____ noodles for lunch? (spice + y)	
We are _____ a vacation to a sunny destination. (plan + ing)	M.J. made one error in the writing portion of the worksheet. He spelled <u>spicy</u> as <u>spicy</u> . He explained, "I thought that I needed the e to make the i say /i/." I modeled on the white board through syllable division that the i will still say the long sound because the first syllable is open as in sp/cy. M.J. corrected his error on his paper.
Use caution on the _____ roadway. (mud + y)	M.J. practiced writing <u>log</u> in cursive since we have been working on it in sessions
The talented _____ kept our attention with his _____ (skate + er) (spin + ing)	his/this (self-corrected)
The team _____ the best kicker to the Packers. (trade + ed)	The/they (self-corrected)

**Association 2- Sound to Symbol – oral spelling**

**Sounds: "What says / /?"**

*I said each target sound, M.J. repeats the sound. Then he names all the ways to represent those sounds while forming the letters on the table with the first two fingers of his writing hand and naming the letters as he forms them.*

/ā / = a-e, a, ai, ay

/ē/ = e-e, y, e, ee, ea, ie

/ī/ = i-e, y, igh, ie

/shun/ = tion, sion

/zhun/ = sion

/s/ = s, ce, ci, cy

**Errors**

*M.J. needed to look in his reference notebook for the third vowel that makes c say /s/. He was able to do this independently.*



**Morphemes:**

*I stated the definition. The student repeats the definition, then names and spells the morpheme aloud as in "The root that means to carry - port - p-o-r-t."*

*"The root that means to carry"*

*"The suffix that means happening now"*

*"The prefix that means back or again"*

*"A suffix that makes a word an adverb"*

Association 3 - Sound to Symbol- written spelling using SOS		
<p><i>I gave the student a sheet of lined paper. He folded the paper down the middle, numbered it 1-5 in one column, 1-8 in the second, and wrote his heading with his full name and full date. He then flipped over his paper and numbered 1-3 with spaces in between to fit his dictated sentences.</i></p>		
<p><b>Sounds:</b>  <i>I said the target sound, M.J. repeated the sound, named all the ways to represent those sounds, then named the letters again while writing the phonograms in a list. For the morphemes, I stated the definition, M.J. repeated the definition, then named and spelled the morpheme aloud as in "The prefix that means wrongly or badly - mis - m-i-s."</i></p>	<p><b>Words</b>  <i>I said the word; M.J. repeated the word and segmented it into syllables. M.J. then spelled each syllable aloud and named the letters aloud while writing the word on his paper. When we started working together, M.J. would segment each individual phoneme with colored plastic chips. At this point, M.J. only uses this strategy if he makes an error at the sound level. <u>Slimy</u> was selected as a word for spelling to reinforce practice of previous error (<u>slimy</u>). Since he missed <u>spicy</u> in Association 1, I changed <u>trading</u> to <u>lacy</u> for spelling below to help reinforce cy.</i></p>	<p><b>Sentences</b>  <i>I read each sentence aloud. M.J. repeated each sentence and then wrote it independently on his paper. I do not interrupt if he makes an error so as not to interfere with his train of thought; instead, any corrections are completed at the end.</i></p>
<p>/ô/ = o-e, o, oa, ow                      /s/ = s, ce, ci, cy                      /cher/ = ture                      "Prefix that means wrongly or badly"                      "Suffix that means past tense"                      No errors</p>	<p>slimmer <sup>reading</sup>                      drumming promotion                      *slimy trapper                      taped widely</p> <p><i>For drumming, M.J. spelled the base word drum and then said "l-n-g." I asked him to write the base word drum on his paper and then use his check marks for one syllable, one vowel, one consonant after the vowel to see if adding -ing makes a spelling change. This strategy helped him know to double.</i></p>	<p>The crabby child woke up later today.                      The band members strutted down the hallway.                      The *slimy frog hopped in the marsh.</p> <p><i>For strutted, M.J. wrote <u>strut</u> and then used the check mark strategy to decide that he needed to double the t.</i></p> <p><i>M.J. read back his sounds, words, and sentences and marked them with check marks.</i></p>
	<p><i>For widely, M.J. said "w-i-d-e-l-y" but wrote <u>widly</u>. We used syllable division to check it. <u>wid/ly</u>. He rewrote it as <u>widely</u>.</i></p>	

### Association 1 - Oral Reading

*M.J. read from the novel Hatchet. He tracked the text with his finger.*

Hatchet, p. 11-15

#### Errors

*M.J. made several errors with small words. I pointed to the error as he read and M.J. self-corrected on: for/from, to/it, his/him. We discussed that these words are important even though they are little.*

M. J.

8-9-18

- |                    |                |
|--------------------|----------------|
| ✓ 1 o-e, o, oa, ow | ✓ 6 slimmer    |
| ✓ 2 s, ce, ci, ay  | ✓ 7 drumming   |
| ✓ 3 ture           | ✓ 8 slimy      |
| ✓ 4 mis            | ✓ 9 taped      |
| ✓ 5 ed             | ✓ 10 lacy      |
|                    | ✓ 11 promotion |
|                    | ✓ 12 trapper   |
|                    | ✓ 13 widely    |

- ✓ 1 The crabby child woke up later today.
- ✓ 2 The band members strutted down the hallway.
- ✓ 3 The slimy frog hopped in the marsh.

Let's talk about...

# Lesson Plans



**Frequently-Encountered Errors**

## Error Correction

1. Applicants need to include, *and explicitly identify*, the errors from lessons prior to the Pre-lesson that are being addressed in the Pre-lesson (# 3 on the Certified Level Pre and Post Lesson Plans Rubric).
2. Annotations should detail authentic error handling (i.e., actual errors that occurred in the lesson). This is Item 15 on the Certified Level Annotated Lesson Rubric.

## How Annotated is Annotated?

Annotated means explicitly what was said in the lesson, inclusive of, but not limited to, the procedure that the practitioner follows for each of the Associations.

- What did the practitioner say?
- How did the student respond?



Burning Questions

## Certified Level Rubric

Profile		
1	Relevant Family History	<i>Family history of dyslexia or LD</i>
2	Relevant Medical History	<i>For example: Ear infections, co-morbidities</i>
3	Physical Description	<i>Include age and other relevant items such as motor control</i>
4	Personality, Talents, Interests	<i>Social Functioning</i>
5	Educational History	<i>Grade, Retention, Special Services</i>
6	Applicant's Writing Style	<i>Uses correct grammar and sentence structure</i>
7	Applicant's Professionalism	<i>Profile demonstrates the professional standard expected at this level of OG certification</i>
8	Cognitive Functioning & Academic Achievement	<i>Evidence through formal testing or observation; At least one student profile must include formal cognitive and academic testing</i>
9	Diagnosis and/or Appropriateness of Student	<i>What led you to believe the student is appropriate?</i>
10	Informal Testing: Results of informal pre-assessments performed by tutor	<i>Essential</i>
11	Testing Data is summarized, interpreted and discussed	<i>Chart or table preferred</i>
12	Summary of Strengths and Weaknesses	
13	How do the results of assessments inform instruction?	<i>How did you use this data to determine your instruction?</i>
14	Logical Sequence of OG Skills as appropriate for the individual student	<i>Simple to complex, common to less common</i>
15	Adequate detail for OG tutor to design a lesson for this student	<i>As seen in the sequence of OG skills taught</i>
16	Number of sessions taught/week	<i>Minimum of two 40-60 minute lessons</i>
17	Number of lessons prior to submitted lesson	<i>Sufficient for trainee to develop understanding of the scope and sequence and nature of learner (minimum of 30 lessons)</i>
18	Demonstration of progress monitoring	<i>Examples such as pre- and post-testing data, charts, benchmarks for specific skills</i>
Pre and Post Lesson Plans		
1	Lessons Numbered in Sequence	
2	Lesson Objectives	<i>For skill(s) introduced or reviewed</i>
3	Review of confusions from previous lesson	<i>Previous confusions noted &amp; addressed in lesson</i>
4	Review of most recently introduced element or concept	<i>Evidence of review and reinforcement of previously learned material</i>
5	Comments noted on the lesson plan - if handwritten documents and notations must be legible	<i>Evidence that the teacher is recording errors so that they can be addressed in the next lesson</i>
6	Visual Drill	
7	Auditory Drill	
8	Blending Drill/Practice	<i>Practice for automaticity</i>
9	Reading: Words	<i>Appropriate word choice, vocabulary development if appropriate</i>
10	Reading: Syllable division	<i>Practice and Application (if applicable)</i>
11	Reading: Sentences	<i>Fluency, vocabulary, comprehension</i>
12	Oral Reading of connected text	<i>Appropriate level and content, instruction in comprehension strategies if appropriate</i>
13	Instruction/Practice with non-phonetic words	<i>Appropriate level and content for the student</i>

## Certified Level Rubric

<b>14</b>	Spelling of words	<i>Appropriate words; separating syllables, affixes and sounds</i>
<b>15</b>	Spelling of sentences	<i>Evidence of spiraling back &amp; proofreading</i>
<b>16</b>	Logical sequence followed based on the profile of your student	
<b>17</b>	Pace and process meets the needs of the student	

	<b>Annotated Lesson</b>	
<b>1</b>	Lesson Numbered in Sequence	
<b>2</b>	Lesson Objective(s)	<i>For skill(s) introduced or reviewed</i>
<b>3</b>	Acceptable level of annotation	<i>Description of what applicant did, why it was done, and what the student did</i>
<b>4</b>	Visual Drill	<i>Acceptable process/kinesthetic reinforcement</i>
<b>5</b>	Auditory Drill	<i>Acceptable process/kinesthetic reinforcement</i>
<b>6</b>	Auditory Spelling Order (multiple spelling in order)	<i>Gives the most common form first or in order taught</i>
<b>7</b>	Blending Drill/Practice	<i>Practice for automaticity</i>
<b>8</b>	Reading: Words	<i>Appropriate word choice, vocabulary development if appropriate</i>
<b>9</b>	Reading: Syllable Division	<i>Practice and application strategies</i>
<b>10</b>	Reading: Sentences	<i>Fluency, vocabulary, comprehension</i>
<b>11</b>	Oral Reading of connected text	<i>Appropriate level and content, Instruction in comprehension strategies if appropriate</i>
<b>12</b>	Instruction or practice in non-phonetic words	<i>Appropriate level and content for the student</i>
<b>13</b>	Evidence of handwriting Instruction/reinforcement	<i>As applicable</i>
<b>14</b>	Student work included	<i>Include copies of handwritten student work with date</i>
<b>15</b>	Notation of errors and evidence of good error correction	<i>Tutor notes and leads student to understanding and correction of errors</i>
<b>16</b>	Old/new review	<i>Evidence of review and spiraling back of previously learned material</i>
<b>17</b>	Introduction of new material	<i>Appropriate based on student need</i>
<b>18</b>	Integration with what is already known	<i>Connecting new material with what is already known</i>
<b>19</b>	Spelling of words	<i>Appropriate words; separating syllables, affixes and sounds</i>
<b>20</b>	Spelling of sentences	<i>Evidence of spiraling back &amp; proofreading</i>
<b>21</b>	Multisensory instruction/kinesthetic reinforcement throughout lesson	
<b>22</b>	Logical sequence followed based on the profile of your student.	
<b>23</b>	Diagnostic and prescriptive teaching	
<b>24</b>	Tutor's common sense and knowledge	
<b>25</b>	Pace and process meets the needs of the student	



## Profile Compilation Sheet\*

Practitioner's Name

Student Name

Date of Profile

- I. Background Information
  - A. Student information: name (first name only or pseudonym), age, grade, school
  - B. Relevant Family History
    1. Parents: occupations, level of education, involvement in student's academics
    2. Siblings
    3. ELL? Adopted? Frequent moves?
    4. History of dyslexia or LD
  - C. Relevant Medical History
    1. Birth issues (e.g., premature birth, any pre-natal concerns)
    2. Health issues (e.g., ear infections, allergies, asthma, hospitalizations)
    3. Vision/hearing problems
    4. Developmental milestones met as expected
    5. Speech/language issues
    6. Attention problems
    7. Medication(s)
    8. History of counseling – past and present
  - D. Student Description
    1. Motor control (fine/gross)
    2. Personality
    3. Talents and interests
    4. Attitude towards school and learning
    5. Understanding of learning difference and issues
    6. Social functioning (e.g., peer interactions)
    7. Academic strengths/weaknesses (e.g., processing deficits, listening issues, attentional problems, vocabulary, decoding, reading comprehension, math, memory, word retrieval, background knowledge, handwriting, art, science)
- II. Educational History
  - A. School History
    1. Grade
    2. Retention
    3. Special services (e.g., special education, speech/language, OT, PT, ELL)
    4. 504 Plan
    5. Title 1 Services
  - B. Setting: (e.g., public, private, homeschool)



- C. Frequent moves
- D. Tutoring
- III. Testing Information
  - A. Cognitive Functioning (WISC-V/WJ IV COG)
    - 1. Standard scores and/or percentiles
      - a. Indices
      - b. Subtests
  - B. Educational Achievement (WIAT-III, WJ IV ACH)
    - A. Standard scores and/or percentiles
      - 1. Broad and subtests
  - C. Speech/language battery
  - D. Teacher ratings of behavior/attention
  - E. Informal assessments (Mandatory if there are no formal assessments)
    - 1. Gallistel-Ellis, WADE, practitioner-generated word lists, etc.
- IV. Summary of testing data
  - A. Assessments and scores reported
  - B. Chart format preferred
- V. Discussion of testing data
  - A. What do the scores tell us?
- VI. Interpretation of testing data
  - A. How do the areas of need impact the student (i.e., how might deficits manifest?)
  - B. What O-G strategies could address areas of need?
- VII. Appropriateness of student
  - A. Does the student have a diagnosis?
  - B. If not, what symptomology supports the decision to provide O-G?
- VIII. Orton-Gillingham therapy/learning strategies
  - A. Tutoring: # of sessions per week (min. of 2x/week), length of sessions (40-60 min.), period of time working with student, setting
  - B. Learning issues and needs (e.g., blending, phonological memory, handwriting)
  - C. Scope and sequence taught prior to, and following, the lessons in the application
  - D. State date of instruction and element taught
  - E. Needs to be a logical sequence (simple to complex, most common to least common)
- IX. Sufficient number of lessons prior to submitted lessons (minimum 30)
- X. Writing style (e.g. correct grammar and sentence structure)
- XI. Professional tone

Practitioner's Name: Samantha Smart  
Student Name: M.J.  
Date of Profile: September 2018

### **Student Information**

At the time of this profile, M.J. is a thirteen-year-old male at a public school in the greater Boston area. He is entering the seventh grade in September 2018. In grade four, he was diagnosed with a specific learning disability in reading and receives specialized interventions through an Individualized Education Program (IEP). His special education team recommended Orton-Gillingham tutoring due to his weaknesses in reading and written language. I began working with M.J. in January 2016 when he was in fourth grade.

### **Relevant Family History**

M.J.'s parents hold law degrees; his father is the Chief of Police and his mother is a stay-at-home mom. Both parents support M.J.'s effort in and out of school. M.J. lives with his older brother, a 17-year-old rising junior, and his nine-year-old sister, who is a rising fourth grader. There is a history of dyslexia in the extended family on the maternal side, as well as ADHD on the paternal side. Neither of M.J.'s siblings is in need of additional academic support.

### **Relevant Medical History**

M.J. was the product of a full-term birth and achieved developmental milestones as expected. His history is notable for ear infections which began at the age of 18 months; he had ear tubes inserted when he was two years old. There is no history of vision problems. M.J. has no health issues other than seasonal allergies to pollen. He takes no medication regularly, and he has no history of counseling.

### **Student Description**

M.J. is a curious, kind, and social child. His gross and fine motor skills are within normal range. Teachers at his school describe him as a student with a good sense of humor and say that he is eager to do well. He is known as *the gentle giant* because of his size (5'5 and 120 pounds). M.J. worships his older brother, a talented hockey player and honor roll student, and consistently speaks highly of his little sister, for whom he tries to be a caretaker. He enjoys playing video games, ice hockey, and baseball; he is a gifted pitcher and plays in multiple

leagues. His good nature, combined with his athletic prowess, makes him a magnet for other students. He has two best friends – both fellow athletes – with whom he spends the majority of his time; one of the pair is also diagnosed with a specific learning disability in reading.

M.J.’s attitude towards school is variable. He loves math and science. Social studies, reading, and writing are more challenging for M.J, thus causing him to have a negative attitude towards these subjects. M.J.’s parents have an understanding of his disability and want to help him in any way they can.

**Educational History**

M.J. has attended the same suburban, public-school system since kindergarten, and he recently completed sixth grade. He has never been retained. He received Tier 2 small-group reading interventions in grades 2 and 3 due to concerns about his slow progress; he was referred to the child study team at the end of grade three. M.J. was diagnosed with a specific learning disability in reading and began receiving specialized interventions in January 2016. His IEP outlines three 1:1 Orton-Gillingham lessons per week as well as small group written language twice weekly for 45 minutes in a small group.

**Cognitive Functioning Data and Summary**

A neuropsychological evaluation was completed in the winter of 2016. The purpose of the evaluation was to determine his eligibility for special education services. Due to the significant scatter, the evaluator did not provide a Full Scale IQ for M.J.; unfortunately, he also failed to provide the General Ability Index (GAI).

<b>WISC-V</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
<b>Verbal Comprehension Index</b>	<b>133</b>	<b>99<sup>th</sup></b>
Similarities	15	95 <sup>th</sup>
Vocabulary	17	99 <sup>th</sup>
<b>Visual Spatial Index</b>	<b>114</b>	<b>82<sup>nd</sup></b>
Block Design	11	63 <sup>rd</sup>
Visual Puzzles	14	91 <sup>st</sup>
<b>Fluid Reasoning Index</b>	<b>97</b>	<b>42<sup>nd</sup></b>
Matrix Reasoning	7	16 <sup>th</sup>
Figure Weights	12	75 <sup>th</sup>
<b>Working Memory Index</b>	<b>110</b>	<b>75<sup>th</sup></b>
Digit Span	11	63 <sup>rd</sup>
Picture Span	12	75 <sup>th</sup>
<b>Processing Speed Index</b>	<b>105</b>	<b>63<sup>rd</sup></b>

Coding	10	50 <sup>th</sup>
Symbol	12	75 <sup>th</sup>

*Scores that fall within 25th - 75th percentile ranking are considered within the average range of a national sample. Standard Scores (SS) of 90-109 and 8-12 fall within the average range.*

On the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), M.J.’s Verbal Comprehension Index (VCI), which assesses his ability to use language to communicate ideas and reason through problems, was within the Extremely High (99<sup>th</sup> percentile) range. His Visual Spatial Perceptual Reasoning Index (PRI, 75<sup>th</sup> percentile) was within the High Average range. M.J.’s Visual Spatial Index (VSI, 82<sup>nd</sup> percentile), Working Memory Index (WMI, 75<sup>th</sup> percentile), and Processing Speed Index (PSI, 63<sup>rd</sup> percentile) all fall within the High Average range; however, it is significant to note that M.J.’s PSI is almost two standard deviations below his VCI, and his WMI is a standard deviation and a half below his VCI. Further discussion, as well as interpretation, of M.J.’s scores begin on page 7 of this student profile.

### **Educational Achievement Data and Summary**

*Wechsler Individual Achievement Test – 3<sup>rd</sup> Edition (WIAT-III)*

	<b>Standard Score</b>	<b>Percentile Rank</b>
Receptive Vocabulary	106	66 <sup>th</sup>
Oral Discourse Comprehension	136	99 <sup>th</sup>
Reading Comprehension	120	91 <sup>st</sup>
Pseudoword Decoding	93	32 <sup>nd</sup>
Word Reading	105	63 <sup>rd</sup>
Sentence Building	100	50 <sup>th</sup>
Sentence Combining	119	90 <sup>th</sup>
Spelling	87	19 <sup>th</sup>
Oral Expression	106	66 <sup>th</sup>
Oral Reading Fluency	103	58 <sup>th</sup>
Written Expression	91	27 <sup>th</sup>

M.J.’s word reading – both real and nonsense – fall solidly in the average range; however, Reading Comprehension, which measures his understanding of connected text, is in the high average (91<sup>st</sup> percentile) range. MJ scored in the low-average range for Spelling (19<sup>th</sup> percentile) and Written Expression (27<sup>th</sup> percentile). It is noted that his handwriting took effort to read in all of the written sections.

*Comprehensive Test of Phonological Processing – 2<sup>nd</sup> Edition (CTOPP-2)*

	<b>Standard Score</b>	<b>Percentile Rank</b>
Elision	85	16 <sup>th</sup>
Blending Words	110	75 <sup>th</sup>

Phoneme Isolation	106	66 <sup>th</sup>
Phonological Awareness Composite	103	58 <sup>th</sup>

M.J. scored in the low-average range (16<sup>th</sup> percentile) for the Elision subtest, which measures the extent to which an individual can say a word and then say what is left after dropping designated sounds.

*Test of Word Reading Efficiency – 2<sup>nd</sup> Edition (TOWRE-2) Form A*

	Standard Score	Percentile Rank
Sight Word Efficiency	118	89 <sup>th</sup>
Phonemic Decoding Efficiency	94	35 <sup>th</sup>
Total Word Reading Efficiency	106	65 <sup>th</sup>

*Gray Oral Reading Test – 5<sup>th</sup> Edition (GORT-V) Form A*

	Scaled Score	Percentile Rank
Rate	14	91 <sup>st</sup>
Accuracy	13	84 <sup>th</sup>
Fluency	14	91 <sup>st</sup>
Comprehension	12	75 <sup>th</sup>
Oral Reading Index	115	84 <sup>th</sup>

**Informal Assessment Data**

*Gallistel-Ellis Test of Coding Skills*

***Pre-Test***

GIVING SOUNDS

January 2016	Score
Single Consonants	20/20
Vowels (Short Sounds)	5/6
Common Consonant Combinations	7/13
Vowels – Long Sounds	5/6
Soft c, g,s; tch, dge	2/5
Common Vowel Combinations	15/33
Combinations of Vowels with R	7/15
Vowels – Schwa Sound	0/6

READING WORDS

<b>January 2016</b>	<b>Reading Score</b>	<b>Percentage</b>	<b>Spelling Score</b>	<b>Percentage</b>
Closed Syllable – Single Consonant	22/25	88%	8/10	80%
Closed Syllable – Consonant Blends	15/20	75%	6/10	60%
Silent –e/Open	9/15	60%	3/5	60%
Soft c, g,s; tch, dge	9/15	60%	3/5	60%
Vowel Team Syllables	20/25	80%	12/15	80%
Vowel R Syllables	8/15	53%	2/5	40%
Words with Easy Endings	14/25	56%	2/5	40%
cle Syllable & Common Suffixes	14/25	56%	2/5	40%
Multisyllable Words	-	-	-	-
Phonetically Irregular Words	18/20	90%	6/10	60%

PROGRESS MONITORING

<b>June 2018</b>	<b>Reading Score</b>	<b>Percentage</b>	<b>Spelling Score</b>	<b>Percentage</b>
Closed Syllable – Single Consonant	25/25	100%	10/10	100%
Closed Syllable – Consonant Blends	19/20	95%	9/10	90%
Silent –e/Open	15/15	100%	5/5	100%
Soft c, g,s; tch, dge	14/15	93%	4/5	80%
Vowel Team Syllables	23/25	92%	12/15	80%
Vowel R Syllables	14/15	93%	5/5	100%
Words with Easy Endings	20/25	80%	3/5	60%
cle Syllable & Common Suffixes	19/25	76%	4/5	80%
Multisyllable Words	18/25	72%	2/5	40%
Phonetically Irregular Words	18/20	90%	6/10	60%

*Qualitative Reading Inventory – 5 (QRI-5)*

**Pre-test**

<b>Assessment Area</b>	<b>Current Results</b>	<b>Notes</b>
<b>Word Identification:</b>	Independent at 2 <sup>nd</sup> grade Instructional at 3 <sup>rd</sup> grade Frustration at 4 <sup>th</sup> grade	belief for believe – sc illustrate for illustrated precious – skipped memories for memorize adventure for adventurer invent for invented
<b>Reading Comprehension</b>	<b>Expository:</b> Independent at 2 <sup>nd</sup> grade Instructional at 3 <sup>rd</sup> grade Frustration at 4 <sup>th</sup> grade  <b>Narrative:</b> Independent at 3 <sup>rd</sup> grade Frustration at 4 <sup>th</sup> grade	At all levels, extensive background knowledge.

**Discussion of Testing Data**

**Formal Testing**

M.J.’s strength of verbal skills is reflected in his strong oral communication. M.J. scored in the 99<sup>th</sup> percentile in **Verbal Comprehension** (VCI), demonstrating a superior ability to use word knowledge, verbalize meaningful concepts, and reason with language-based information. His performance in both the *Similarities* (95<sup>th</sup>percentile) and *Vocabulary* (99<sup>th</sup>percentile) subtests, which are, respectively, considered the best indicator of academic success and most related to demonstrated capacity to “learn” in school, supported his parents’ assertion that his inability to learn to read was not due to an impaired intellect. While his **Visual Spatial Index** (VSI, 82<sup>nd</sup>percentile) placed him in the high average range, his performance on the *Block Design* (SS 11, 63<sup>rd</sup>percentile) subtest placed him a standard deviation below his *Visual Puzzles* (SS 14, 91<sup>st</sup>percentile) performance. This may be due to the lack of a motor component in the Visual Puzzles tasks. M.J.’s performance on **Processing Speed** (PSI; SS 105, 63<sup>rd</sup>percentile) tasks measured M.J.’s ability to quickly and correctly scan visual information; even though it falls in the average range, it is almost two standard deviations below his VCI, which suggests that his ability to efficiently and effectively take in information and hold it long

enough to record and retain it may impair his ability to learn new tasks, such as reading, efficiently. M.J.'s visual skills (*Symbol Search*, SS 12, 75<sup>th</sup>percentile) were stronger than his written skills (*Coding*, SS 10, 50<sup>th</sup>percentile). Based on multiple notations regarding the legibility of his handwriting, tasks involving motor output appear to be problematic. M.J.'s **Working Memory Index** (WMI, 75<sup>th</sup>percentile) was in the high average range; working memory is correlated to efficiency with learning and task completion. Of particular concern is his performance in the **Fluid Reasoning Index** (FRI, 42<sup>nd</sup>percentile). While his composite score falls in the average range, it is over two standard deviations lower than his VCI, and a full standard deviation below his VSI. M.J. struggled with the tasks measured on the *Matrix Reasoning* subtest (SS 7, 16<sup>th</sup> percentile), falling one standard deviation below the norm as well as a standard deviation and a half below his performance on the *Figure Weights* subtest (SS 12, 75<sup>th</sup>percentile). His performance in the *Matrix Reasoning* subtest, although in the average range, indicates that his ability to recognize patterns and perform classification tasks is a relative weakness.

In terms of phonological awareness, M.J.'s composite score on the CTOPP places him solidly in the average range at the 58<sup>th</sup>percentile. However, it is important to note that his ability to manipulate sounds and segments of words (**Elision, 16<sup>th</sup>percentile**), falls in the low average range – revealing a clear issue with facility with language.

When examining his academic testing related to the WIAT, it is evident that his phonics skills, which are assessed in the **Word Reading** (63<sup>rd</sup>percentile) and **Pseudoword Decoding** (32<sup>nd</sup>percentile) and fall in the average range, are not as developed as his high average **Reading Comprehension** (91<sup>st</sup>percentile) abilities. These findings are supported by his similar performance in the TOWRE-2, where his ability to identify real words (**Sight Word Efficiency, 89<sup>th</sup>percentile**) at which he could guess, far surpassed his ability to decode nonsense words (**Phonemic Decoding Efficiency, 35<sup>th</sup> percentile**) which required knowledge of sound/symbol relationship. Further evidence of M.J.'s aptitude for using his background knowledge and vocabulary to advance his comprehension of connected text is found in the results of GORT-V, which placed him solidly in the average – high average range for *Rate, Accuracy, Fluency, and Comprehension*. Like many students with a



language-based learning difference, M.J. excels at reading connected text, which enables him to use his extensive background knowledge and vocabulary, while struggling with reading words in isolation due to his lack of sound/symbol knowledge.

Further evidence of M.J.'s struggle with language manifested in the written language tasks: M.J. scored in the Low Average range on **Spelling** (19<sup>th</sup> percentile). His errors were notable for issues with soft g, as well as suffixes and Latin roots. In terms of connected text in writing, M.J.'s ability to combine two short sentences to form a complex one (**Sentence Combining**, 90<sup>th</sup> percentile) is far more advanced (falling in the high average range) than his ability to generate one (**Sentence Building**, 50<sup>th</sup> percentile). Per the evaluator, most of M.J.'s errors in the latter subtest consisted of spelling and punctuation errors. By contrast, his learning differences were fully evident in the **Written Expression** (27<sup>th</sup> percentile) subtest, which fell in the lower end of the average. This required him to write an essay that included an introduction, paragraphs, conclusion, and transitions, in addition to elaboration. Although he wrote a strong introduction sentence, as well as a solid conclusion, he was unable to elaborate or use transitions, and misspellings, as well as incorrect subject/verb agreement were noted. Legibility and letter formation were problematic in all written work. Considering the sophistication of his oral language, as well as the results of his cognitive assessment, it is apparent that his written language is not a true reflection of his intellect.

All motor skills, as assessed by the Occupational Therapist in January of 2016, were found within the Average or Above Average range.

### Informal Assessment

Prior to beginning work with M.J., I administered the *Gallistel-Ellis Test of Coding Skills* to determine what he knew, as well as to establish a baseline from which to progress monitor. M.J. could name and provide the sound for all of the basic consonants. He identified both the short and long vowel sounds for all except y; he had no knowledge of the schwa. He identified the early vowel teams (ee, oo, ea /ē/, oa, ai, ay) by subvocalizing words that had the vowel team in it, but he could not provide the long sounds for the *wild old* phonograms. M.J.

identified the basic r-controlled phonograms (ar, er, ir, or, and ur), but struggled with more advanced ones (e.g., arry, erry). He knew there were two sounds for c and g, but he could only identify one sound for s, and he was unable to provide a phoneme for -dge or -tch.

The *Gallistel-Ellis* reading of words in isolation consists of real and nonsense words. M.J. demonstrated a solid understanding of sound/symbol association in cvc words, but he struggled with reversals (*firsk* for *frisk*) and omissions (*spat* for *splat*) when reading short vowel words with initial or final consonant blends. Although he could identify most of the real words in the silent -e/open syllables section, his decoding was laborious and inaccurate when he encountered the nonsense ones. This was also true with the soft c, g, s; tch, dge section. Vowel team syllables were less challenging for him, but words with au and aw were problematic, as were the nonsense words. M.J. performed well with basic r-controlled words (*star*, *dirt*), but struggled with *herd*, and was unable to accurately decode nonsense syllables. His performance with words with easy endings, consonant -le syllables, and common suffixes was notable for guessing, as well as painstakingly slow decoding. He could not read the first two words in the section. We finished the reading portion of the assessment with phonetically regular words, since I knew that he was familiar with them and that it would end the assessment on a successful note.

The *Gallistel-Ellis* spelling assessment yielded predictable results: M.J.'s areas of strength in spelling of words in isolation mirrored those he was successful with in reading. However, he scored lower in spelling, with errors such as *quite* for *quit*, *ton* for *tune*, and *leje* for *ledge*. Words with easy endings were notable for errors with the first part of the double rule (caned for canned) and the silent e rule (*slideing* for *sliding*). In consonant-le syllables and common suffixes, he wrote *triffle* for *trifle* and *senut* for *senate*. I did not administer the *Multisyllable* section since we did not complete it for reading. Again, I finished with phonetically irregular words. Although I provided the words he was unsure of in the context of a sentence (e.g., *been*, "I have never been to France."), there were some words that M.J. was not able to spell, even though he was familiar with them.

The results of the QRI-5 are in line with M.J.'s formal testing: he is more susceptible to error when reading words in isolation due to the lack of sound/symbol association, and more capable when he is able to utilize his impressive volume of background knowledge and extensive vocabulary to help him fill the gaps when reading connected text.

### **Interpretation of Testing Data**

M.J.'s testing data reveals an intelligent young man whose processing speed and working memory, while purportedly average, cannot support his ability to master the sound/symbol association necessary for reading and spelling. Assessments that utilize reading of both real and nonsense words presented in isolation illustrate these difficulties. Conversely, M.J.'s reading of connected text highlights his ability to read more accurately and fluently, with strong comprehension. It is apparent that M.J. is utilizing self-created strategies to generate meaning when reading connected text, which are undoubtedly based on his strong vocabulary bank, extensive background knowledge, and aural learning strength. Although his working memory is average, he has difficulty retaining and manipulating language.

Informal assessments were administered subsequent to formal testing; however, the data is relatively consistent. M.J. possesses remarkable intellectual strengths. He has a preference for verbal learning, and he struggles with inconsistencies with reading, as well as his written language output.

The multisensory, structured, direct language instruction that is the foundation of Orton-Gillingham serves M.J. well. Although initially dubious about O-G instruction because he had not made much progress with the small group instruction he received, he eventually realized that the integration of the visual, auditory, and kinesthetic elements helped him learn. The repetition of the phonogram drill, which begins every lesson, helps cement his knowledge of sound/symbol relationships by addressing deficits in working memory and processing. When we first began working together, he struggled with accuracy in short-vowel words with initial and final consonant blends; the use of a pointer finger when blending helped connect him to the text and improved his accuracy. He also benefits from highlighting the focus phonograms prior to reading the words. The auditory drill (Association 2), helps develop his phonemic awareness (a deficit that is illustrated in his CTOPP scores): he struggled with

discriminating between the sounds of short e and i initially, but in time this was remedied. Due to his lower WMI and PSI scores, he uses different colored BINGO chips to segment sounds in the Dictated Words (Association 3) section of the lesson to provide a necessary visual representation of the sounds he is analyzing in a word (blue chips are for consonants and red ones are for vowels). He relied heavily on this strategy when we first began working together. However, in the past six months I have allowed him to retire the chips unless he is struggling with a word. Instead, he says the sounds and the symbols aloud before writing them. When we first began working together, his awkward pencil grip appeared non-dynamic (he used all of his fingers rather than a tripod grip), and it prevented him from writing fluently and legibly. Once he mastered the tripod grip, his production, as well as legibility, improved significantly. We focused on handwriting the first year that we worked together. Once his handwriting fluency improved, I found that he was able to write longer sentences in dictation since less of his attention was on letter formation. In both reading and dictation, high frequency words remain problematic, and he frequently substitutes them (e.g., *they/them, the/a, for/from*). As his school has moved to keyboarding, I have spent less time on direct instruction in cursive; however, he does write his name, as well as a word or two, in cursive.

Despite his difficulty with language, M.J. is, and always has been, an engaged reader. His parents read to him every night, and he enjoys audiobooks. When we first began working together, the connected text portion of the lesson was generally a few pages from a sound-out chapter book. However, he quickly graduated to lower-level trade books, and now he is reading fiction that is on his grade level. We are currently reading *Hatchet*, and he is intrigued by the thought of being able to survive in the wilderness.

In terms of progress monitoring, I generally use teacher-generated, Curriculum-Based Measures to document mastery. However, in June of 2018, I re-administered the Gallistel-Ellis Test of Decoding Skills to identify areas of growth in his ability to read and spell words, as well as issues that need to be addressed. The results are a great source of pride for M.J.

### **Summary of Orton-Gillingham Work**

I have been working with M.J. since January of 2016; we meet three times a week for 45 minutes in my small classroom. For the first two summers that we worked together, M.J. did not receive services over the summer

because of family travel obligations and baseball games. However, this past summer (2018), I did work with him twice a week since his parents were concerned that the summer regression he experiences combined with the increased workload that starts in the seventh grade might overwhelm him. The set of lessons submitted for this application are from August of 2018: 112 (pre lesson), 113 (annotated lesson), and 114 (post lesson). The list of elements taught prior to the aforementioned lessons follows:

Short vowels

Consonant digraphs

Grammar: period, question mark, capital at start of sentence

Closed syllables with digraphs and blends

Silent e

Floss rule for spelling

vc/cv division pattern with closed and silent e: gob/lin, in/vite

Ck/k rule: pick/pike

R-controlled vowels in one and two-syllable words: sport, har/vest

Y my

Y candy

Ch/tch rule: pinch/pitch

Open syllable

v/cv division pattern: raven

Vowel teams: ee, ea (eat), ay, ai, oo (moon), oa, oi, oy, ou (out), ow (plow), igh

Grammar concepts: noun, verb, capitalize proper noun

ing/ang/ong/ink/ank/onk

More vowel teams: au, aw, ow (snow), oo (book), ea (bread), ie (piece)

ind/old/ild/ost

lowercase cursive alphabet (following D.H. King sequence) + uppercase M and J

soft c concept

soft g concept

ge/dge rule: page/bridge

suffix -ed 3 sounds

Consonant-le syllable type and division pattern

Prefixes: **un, re, dis, mis, pre, pro, sub, in, ex**

Suffixes: **-s, -es, -ing, -ed, -y, -ly, -ment, -er, -est**

Roots: **port, struct, ject, tract, form, rupt**

-tion station

-sion mission

-ture mixture

-sion vision

Doubling rule 1

Silent e + suffix rule

Grammar: adjective, adverb

Uppercase cursive letters (other than those in his first and last name)

**PRE LESSON**

<b>Student:</b> M.J.	<b>Lesson #</b> 112	<b>Date:</b> August 7, 2018
<b>Errors from previous lesson:</b>		
Reading: later/ladder, shined/shinned, fiction/fraction, onto/into, they/the		
<b>Objective:</b> To reinforce silent e + suffix rule (3 <sup>rd</sup> lesson on this skill)		
<b>Association 1 - symbol to sound oral reading</b>		
<b>Phonograms/Morphemes</b>		<b>Errors</b>
a (apple, baby), i (igloo, spider), o (octopus, pony), u (umbrella, music), e (Eddie, eject) a-e, i-e, o-e, u-e (cube, rule), e-e y (my, candy) th (thumb, this), ck, tch, ay, oa, ea (eat, bread), ow (plow, snow), oy ge gi gy gl go ga gr gu dge Consonant-le card: -ble, -dle, -gle, -kle, -tle -tion (station), -sion (mission, vision), -ture  Prefixes: un, re, dis, mis, pre, pro, sub, in, ex Suffixes: -s, -e, -ing, -ed, -y, -ly, -ment, -er, -est Roots: port, struct, ject, tract, form, rupt		
<b>Words Gotcha game</b>		<b>Errors</b>
timely          timing          timed          sloped scraping        lately          shaped <u>shaved</u> shining         grading <u>taping</u> waving dining          fading         diving         tuning remaking        prebaked      traction       mission likely          fiction         picture        lecture		shaved/saved *first 2 letters? taping/tapping *divide w/ pencil
<b>Sentences</b> Yes/No		<b>Errors</b>
Is riding a horse the safest sport? Do you rarely eat striped bass? Was Dad wiping the table in the dining room? Are you sharing your class notes with Ethan? Will Starbucks be <u>hiring</u> teens next summer? Is it fiction that school was closing due to frozen pipes? Was your tiny puppy the cutest in the litter? Was the foggy roadway scary for driving?		hiring/hiding *divide, point to R
<b>Association 2- Sound to Symbol - oral spelling</b>		
<b>Sounds: "What says / /?"    Morphemes</b>		<b>Errors</b>
/ū / = u-e, u	/ō / = o-e, o, oa, ow	
/cher / = ture	/j / = j, ge, gi, gy, dge	

<p>/t/ = t, ed</p> <p>"The root that means to build"</p> <p>"The suffix that means comparing two"</p> <p>"The prefixes that mean not"</p> <p>"The prefix that means out"</p>	
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**Association 3 - Sound to Symbol- written spelling using SOS**

Sounds/Morphemes	Words	Sentences
/shun/ = tion, sion	striped	We were sliding on the frozen lake.
/s/ = s, ce, ci, cy	blazing	Did you set the timer for the math drills?
/d/ = d, ed	wider	Was mom <u>hiding</u> the candy on the safest shelf?
"The prefix that means before"	staring	<i>hidding</i>
"Two suffixes that make words plural"	<i>shiney</i>	<i>* divide to check</i>
	<i>* what is base word?</i>	

**Association 1 - Oral Reading**

<u>Hatchet, p. 6-10</u>	<p><b>Errors</b></p> <p>for/from</p> <p>said/says</p> <p>pilot/plot</p> <p><i>* divide w/pencil</i></p>
-------------------------	---

**timely**

**timing**

**sloped**

**scraping**

**lately**

**shaped**

**shaved**

**dining**

**fading**

**prebaked**

**fiction**

**traction**

**likely**

**picture**

**grading**



Name: ming

Date: 8-7-18

Is riding a horse the safest sport?

No

Do you rarely eat striped bass?

yes

Was Dad wiping the table in the dining room?

yes

Are you sharing your class notes with Ethan?

no

Will Starbucks be hiring teens next summer?

yes

Is it fiction that school was closing due to frozen pipes?

yes

Was your tiny puppy the cutest in the litter?

yes!

Was the foggy roadway scary for driving?

yes

Mr. G

8-7-18

✓ 1 tion, sion

✓ 6 striped

✓ 2 s, ce, ci, cy

✓ 7 blazing

✓ 3 d, ed

✓ 8 wider

✓ 4 pre

✓ 9 staring

✓ 5 s, es

✓ 10 shiny

✓ 11 untimed

✓ 12 wiped

✓ 13 preparing

✓ 14 We were sliding on the frozen lake.

✓ 15 Did you set the timer for the math drills?

✓ 16 Was mom <sup>hiding</sup> hidding the candy on the safest shelf?

**ANNOTATED LESSON**

<p><i>Student: M.J. Lesson # 113</i></p>	<p><i>Date: August 9, 2018</i></p>
<p><i>Errors from previous lesson:</i></p> <p><i>Reading: shaved/saved, taping/tapping, hiring/hiding</i>  <i>Spelling: shiny/shiney, hiding/hidding</i></p>	
<p><i>Objective:</i>  <b>Mixed practice: doubling rule 1, silent e + suffix rule</b>  <i>M.J. will continue to work on the silent e plus suffix rule (4<sup>th</sup> lesson on this skill) while mixing this rule with the previously learned doubling rule part 1. Errors from previous lesson are noted above.</i></p>	
<p align="center"><i>Association 1 - symbol to sound oral reading</i></p>	
	<p><b>Errors</b></p>
<p><b>Phonograms</b>  <i>I held up each phonogram card; M.J. responded with the letter names and sound(s). He provides a key word for recently introduced phonograms and key words are used for any error corrections:</i>  a (apple, baby), i (igloo, spider), o (octopus, pony), u (umbrella, music), e (Eddie, eject)  a-e, i-e, o-e, u-e (cube, rule), e-e  y (my, candy)  th (thumb, this), ck, tch,  oo (school, book), ow (plow, snow), ou (out), oi, oy, ue,  ce ci cy cl co ca cr cu ge gi gy gl go ga gr gu dge  Consonant-le card: -ble, -dle, -fle, -gle, -kle, -tle  -tion (station), -sion (mission, vision), -ture</p>	<p><i>No errors, but he opened his reference notebook for assistance with sounds for -sion and -ture.</i></p>
<p><b>Morphemes</b>  <i>I held up each morpheme on a card; M.J. responded by reading the morpheme, and then providing a key word and meaning as in "un - unhappy - not or opposite of."</i></p> <p>Prefixes: un, re, dis, mis, pre, pro, sub, in, ex  Suffixes: -s, -es, -ing, -ed, -y, -ly, -ment, -er, -est  Roots: port, struct, ject, tract, form, rupt</p>	<p><b>Errors</b>  <i>M.J. confused -es and -er. For -er he responded "making plural for words ending in s, z, sh, ch, x." He sometimes confuses "more than one" with "comparing two things." I prompted him to name the letters again and he responded, "Oh, -er - suffix comparing two things as in taller, or one who as in teacher."</i></p>
<p><b>Words for Reading – New and Review Concepts</b>  <i>I provided a list of words on paper (see sheet). M.J. read the words and used syllable division strategies to divide words as needed. The words choices (particularly <u>hiding</u> and <u>firing</u>) were selected to help reinforce errors from the previous lesson.</i></p> <p>dinner          diner                          winning                          whining  wading          wadding                          sloping                          sloppy</p>	<p><b>Errors</b>  <i>No errors. M.J. used syllable division strategies (v/cv and vc/cv) to divide <u>whining</u> and <u>wadding</u>.</i></p>

<p>*hiding hidden emotion detention explosion vacation</p>	<p>*firing timer hibernation vision compensation confusion</p>	
<p><b>Sentences for Reading (Worksheet)</b>  <i>I asked M.J. to read each sentence silently, to then apply the doubling rule or silent e + suffix rule to write the missing word in the blank, and finally, to read each sentence aloud.</i></p>		<p>Errors</p>
<p>I _____ when I was _____ the grimy          (mope + ed) (mop + ing)          basement.</p> <p>We made a decision not to sail on _____ days.          (fog + y)</p> <p>We asked permission to go _____ on the steep hill.          (sled + ing)</p> <p>Are you making _____ noodles for lunch?          (spice + y)</p> <p>We are _____ a vacation to a sunny destination.          (plan + ing)</p> <p>Use caution on the _____ roadway.          (mud + y)</p> <p>The talented _____ kept our attention with his          (skate + er)</p> <p>_____.          (spin + ing)</p> <p>The team _____ the best kicker to the          (trade + ed)</p> <p>Packers.</p>		<p><i>M.J. made one error in the writing portion of the worksheet. He spelled <u>spicy</u> as <u>spicey</u>. He explained, "I thought that I needed the e to make the i say /ī/." I modeled on the white board through syllable division that the i will still say the long sound because the first syllable is open as in spi/cy. M.J. corrected his error on his paper.</i></p> <p><i>M.J. practiced writing <u>foggy</u> in cursive since we have been working on it in sessions.</i></p> <p><i>his/this (self-corrected)</i></p> <p><i>The/they (self-corrected)</i></p>
<p><b>Association 2- Sound to Symbol - oral spelling</b></p>		
<p><b>Sounds: "What says / /?"</b>  <i>I said each target sound, M.J. repeats the sound. Then he names all the ways to represent those sounds while forming the letters on the table with the first two fingers of his writing hand and naming the letters as he forms them.</i></p> <p>/ā / = a-e, a, ai, ay                      /ē / = e-e, y, e, ee, ea, ie          /ī / = i-e, y, igh, ie                      /shun / = tion, sion          /zhun / = sion                              /s / = s, ce, ci, cy</p>		<p><b>Errors</b>  <i>M.J. needed to look in his reference notebook for the third vowel that makes c say /s/. He was able to do this independently.</i></p>

<p><b>Morphemes:</b></p> <p><i>I stated the definition. The student repeats the definition, then names and spells the morpheme aloud as in "The root that means to carry - port - p-o-r-t."</i></p> <p>"The root that means to carry"</p> <p>"The suffix that means happening now"</p> <p>"The prefix that means back or again"</p> <p>"A suffix that makes a word an adverb"</p>		
<p align="center"><b>Association 3 - Sound to Symbol- written spelling using SOS</b></p> <p><i>I gave the student a sheet of lined paper. He folded the paper down the middle, numbered it 1-5 in one column, 1-8 in the second, and wrote his heading with his full name and full date. He then flipped over his paper and numbered 1-3 with spaces in between to fit his dictated sentences.</i></p>		
<p><b>Sounds:</b></p> <p><i>I said the target sound, M.J. repeated the sound, named all the ways to represent those sounds, then named the letters again while writing the phonograms in a list. For the morphemes, I stated the definition. M.J. repeated the definition, then named and spelled the morpheme aloud as in "The prefix that means wrongly or badly - mis - m-i-s."</i></p>	<p><b>Words</b></p> <p><i>I said the word; M.J. repeated the word and segmented it into syllables. M.J. then spelled each syllable aloud and named the letters aloud while writing the word on his paper. When we started working together, M.J. would segment each individual phoneme with colored plastic chips. At this point, M.J. only uses this strategy if he makes an error at the sound level. <u>Slimy</u> was selected as a word for spelling to reinforce practice of previous error (<u>shiny</u>). Since he missed <u>spicy</u> in Association 1, I changed <u>trading</u> to <u>lacy</u> for spelling below to help reinforce cy.</i></p>	<p><b>Sentences</b></p> <p><i>I read each sentence aloud. M.J. repeated each sentence and then wrote it independently on his paper. I do not interrupt if he makes an error so as not to interfere with his train of thought; instead, any corrections are completed at the end.</i></p>
<p>/ō/ = o-e, o, oa, ow</p> <p>/s/ = s, ce, ci, cy</p> <p>/cher/ = ture</p> <p>"Prefix that means wrongly or badly"</p> <p>"Suffix that means past tense"</p> <p><b>No errors</b></p>	<p>slimmer                      <sup>lacy</sup> trading</p> <p>drumming                    promotion</p> <p>*slimy                        trapper</p> <p>taped                         widely</p> <p><i>For drumming, M.J. spelled the base word drum and then said "i-n-g." I asked him to write the base word drum on his paper and then use his check marks for one syllable, one vowel, one consonant after the vowel to see if adding -ing makes a spelling change. This strategy helped him know to double.</i></p>	<p>The crabby child woke up later today.</p> <p>The band members strutted down the hallway.</p> <p>The *slimy frog hopped in the marsh.</p> <p><i>For <u>strutted</u>, M.J. wrote <u>strut</u> and then used the check mark strategy to decide that he needed to double the t.</i></p> <p><i>M.J. read back his sounds, words, and sentences and marked them with check marks.</i></p>

For widely, M.J. said "w-i-d-e-l-y" but wrote widly. We used syllable division to check it. wid/ly. He rewrote it as widely.

**Association 1 - Oral Reading**

*M.J. read from the novel Hatchet. He tracked the text with his finger.*

**Hatchet, p. 11-15**

**Errors**

*M.J. made several errors with small words. I pointed to the error as he read and M.J. self-corrected on: for/from, to/it, his/him. We discussed that these words are important even though they are little.*

Name: M. J.

Date: 8-9-18

dinner

diner

winning

<sup>v/c</sup>  
whining

wading

<sup>v/c</sup>  
wadding

sloping

sloppy

hiding

hidden

firing

timer

emotion

detention

hibernation

vision

explosion

vacation

compensation

confusion

I moped when I was mopping the grimy basement.  
(mop + ed) (mop + ing)

We made a decision not to sail on foggy days. foggy  
(fog + y)

We asked permission to go sledding on the steep hill.  
(sled + ing)

Are you making spicy spicy noodles for lunch?  
(spice + y)

We are planning a vacation to a sunny destination.  
(plan + ing)

Use caution on the muddy roadway.  
(mud + y)

The talented skater kept our attention with his Spinning.  
(skate + er) (spin + ing)

The team traded the best kicker to the Packers.  
(trade + ed)



M. Jg

8-9-18

✓ 1. o-e, o, oa, ow ✓ 6 slimmer

✓ 2 s, ce, ci, cy ✓ 7 drumming

✓ 3 ture ✓ 8 slimy

✓ 4 mis ✓ 9 taped

✓ 5 ed ✓ 10 lacy

✓ 11 promotion

✓ 12 trapper

✓ 13 widely

✓ 1 The crabby child woke up later today.

✓ 2 The band members strutted down the hallway.

✓ 3 The slimy frog hopped in the marsh.

S

P

i

C

Y

v

—

C

v

POST LESSON

<p><b>Student:</b> M.J. <span style="float: right;"><b>Lesson # 114</b></span></p>	<p><b>Date:</b> August 14, 2018</p>																								
<p><b>Errors from previous lesson:</b></p> <p>Spelling: <i>drumming/druming, widely/widly, spicy/spicey</i></p>																									
<p><b>Objectives:</b>  Mixed practice: doubling rule 1, silent e + suffix rule  Practice adjectives vs. adverbs with words ending in -y and -ly.</p>																									
<p style="text-align: center;"><i>Association 1 - symbol to sound oral reading</i></p>																									
<p><b>Phonograms/Morphemes</b></p> <p>a (apple, baby), i (igloo, spider), o (octopus, pony), u (umbrella, music), e (Eddie, eject)  a-e, i-e, o-e, u-e (cube, rule), e-e  y (my, candy)  sh, ck, tch,  ee, ai, ou (out, soup)  Consonant-le card: -ble, -dle, -gle, -kle, -tle  -tion (station), -sion (mission, vision)</p> <p>Prefixes: un, re, dis, mis, pre, pro, sub, in, ex  Suffixes: -s, -es, -ing, -ed, -y, -ly, -ment, -er, -est  Roots: port, struct, ject, tract, form, rupt</p> <p>Review concept of noun/verb and how adjectives and adverbs describe them.</p>	<p><b>Errors</b></p>																								
<p><b>Words</b> Read the words presented on cards; sort into adjective/adverb piles</p>	<p><b>Errors</b></p>																								
<table border="0"> <tr> <td>sloppy</td> <td>quickly</td> <td><u>smartly</u></td> <td>messy</td> </tr> <tr> <td>windy</td> <td>dirty</td> <td>spooky</td> <td>slowly</td> </tr> <tr> <td>grassy</td> <td>smelly</td> <td>dimly</td> <td>loudly</td> </tr> <tr> <td>softly</td> <td>sharply</td> <td>gladly</td> <td>selfishly</td> </tr> <tr> <td>*widely</td> <td>lately</td> <td>carefully</td> <td>shiny</td> </tr> <tr> <td>sandy</td> <td>whiny</td> <td>funny</td> <td>rainy</td> </tr> </table>	sloppy	quickly	<u>smartly</u>	messy	windy	dirty	spooky	slowly	grassy	smelly	dimly	loudly	softly	sharply	gladly	selfishly	*widely	lately	carefully	shiny	sandy	whiny	funny	rainy	<p><i>Smartly/smarty</i>  *circle suffix</p> <p><i>discussed</i> <i>windy</i>  <i>windy</i></p>
sloppy	quickly	<u>smartly</u>	messy																						
windy	dirty	spooky	slowly																						
grassy	smelly	dimly	loudly																						
softly	sharply	gladly	selfishly																						
*widely	lately	carefully	shiny																						
sandy	whiny	funny	rainy																						
<p><b>Sentences read and highlight:</b> adjective, adverbs</p>	<p><b>Errors</b></p>																								
<p>She has <b>curly</b> and <b>frizzy</b> hair in the summer heat.</p> <p>Our teacher spoke to us <b>sternly</b> when we giggled in class.</p> <p>The <b>dirty</b> water dripped <b>slowly</b> from the spout.</p> <p>Teens <b>widely</b> believe that their parents should text.</p> <p>That <b>shiny</b> penny is from 2017.</p> <p>He turned the corner <b>sharply</b>.</p>	<p><i>slowly/slow</i>  *circle suffix</p>																								

The dimly lit pathway was spooky.		
We walked softly on the grassy path.		
<b>Association 2- Sound to Symbol - oral spelling</b>		
<b>Sounds: "What says / /?" Morphemes</b>		<b>Errors</b>
/ē / = e-e, y, e, ee, ea, ie /cher/ = ture "A suffix that makes a word an adjective" "The root that means to pull" "The prefix that means back or again" "The suffix that makes a word an adverb"		
<b>Association 3 - Sound to Symbol- written spelling using SOS</b>		
<b>Sounds/Morphemes</b>	<b>Words</b>	<b>Sentences</b>
/s/ = s, ce, ci, cy "Prefixes that mean not" "Suffix that means past tense" "Root word that means to throw" "The suffix that makes a word an adverb"	smoggy          joker dimly            spooky shined           later loudly           trendy	His baggy pants were <u>dragging</u> in the mud. <i>wrote base first</i> I will gladly help you on Friday. The <u>spiny</u> fish swam slowly. <i>needed prompting to state base first</i>
<b>Association 1 - Oral Reading</b>		
<b>Hatchet, p. 16-20</b>		<b>Errors</b>
		of/off this/that *pointed/sc

Name: m g

Date: 8-14-18

Read the sentences aloud and highlight: adjective, adverbs

She has curly and frizzy hair in the summer heat.

Our teacher spoke to us sternly when we giggled in class.

The dirty water dripped slowly from the spout.

Teens widely believe that their parents should text.

That shiny penny is from 2017.

He turned the corner sharply.

The dimly lit pathway was spooky.

We walked softly on the grassy path.

M. 9.

8-14-18

✓ 1. s, ce, ci, cy

✓ 6 smoggy

✓ 2 un, in

✓ 7 dimly

✓ 3 ed

✓ 8 shined

✓ 4 ject

✓ 9 loudly

✓ 5. ly

✓ 10 joker

✓ 11 spooky

✓ 12 later

✓ 13 trendy

lll loudly

✓ 14. His baggy pants were dragging in the mud.

✓ 15. I will gladly help you on Friday

✓ 16. The spiny fish swam slowly.

slowly

spooky

dirty

rainy

slowly

lately

quickly