

From Academy Curriculum to Instructional Design



AOGPE Spring Conference
April 2019 – White Plains

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Guiding Questions

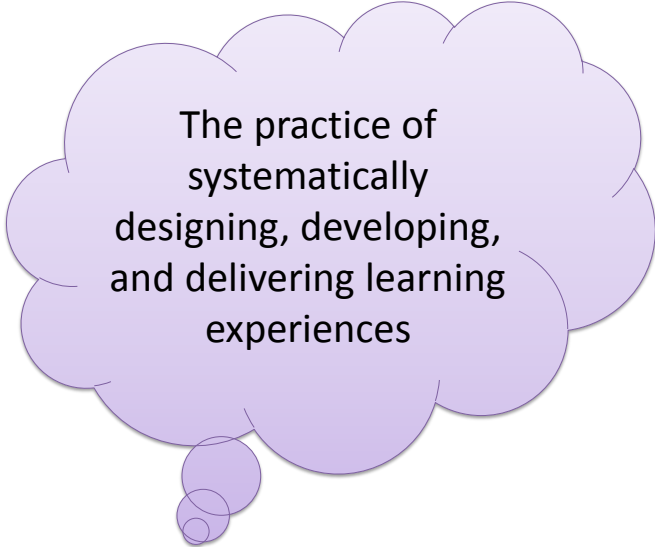
- How do Fellows ensure that their training programs are reflecting AOGPE standards?
- How do trainers support trainees in meeting learning outcomes?

Session Goals

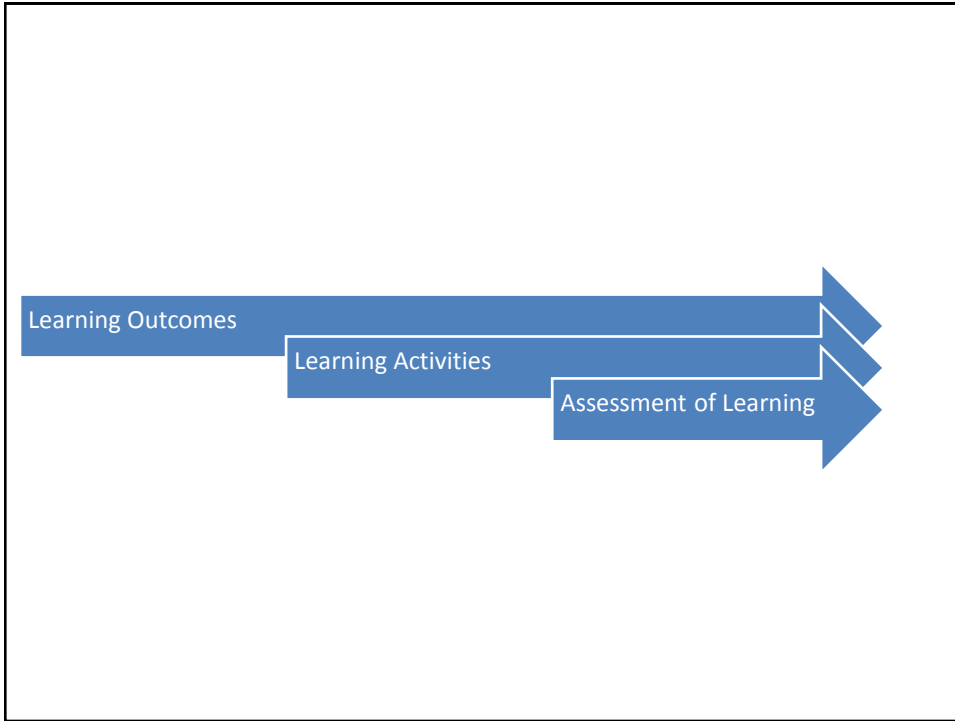
In this session, we will take you through an instructional design process. Participants will learn to:

- Match AOGPE curriculum goals and objectives to learning outcomes in their training
- Design teaching modules and practice activities
- Develop assessment activities
- Refine teaching strategies to meet trainee learning styles

Instructional Design





The practice of systematically designing, developing, and delivering learning experiences

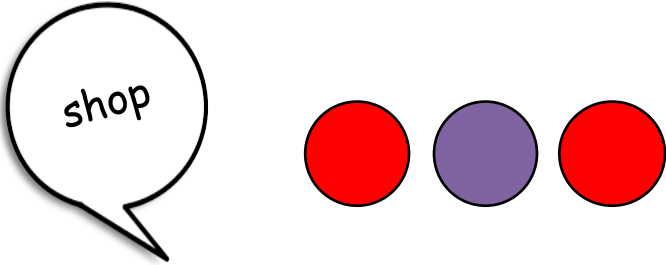


Associate - Phonemic Awareness

AOGPE Curriculum Objective	Syllabus objective	Direct Instruction during coursework	VAKT activities	Assessment/ Accommodations
<p>Trainees will demonstrate understanding of and ability to teach the following instructional topics: IA. Phonological and Phonemic Awareness 1. The nature of phonological awareness as a foundational skill in reading acquisition and as a core deficit in students with dyslexia 2. The hierarchy in the progression of phonological skill development 3. The phonological manipulations at the sentence, word and phoneme level</p> <p>II The Orton-Gillingham Approach B. Knowledge of the structure of the English language 1. Incorporation of phonological awareness activities appropriate to the student's developmental level into the lesson</p>	<p>Candidates will Explain the role of phonemic awareness in learning to read and spell and develop exercises to support its development in students</p>	<p>Lecture:</p> <ul style="list-style-type: none"> • Definition of a phoneme, # of phonemes in English, articulators, voiced/unvoiced • Blending • Segmenting • Isolating • Manipulating <p>• Role of PA in reading and spelling</p> <p>• Model association 2 and its role in LP</p> <p>• Examples of student confusions and errors</p> <p>• Review CCSS related to PA</p> <p>Model activities to support PA</p>	<p>Elkonin boxes</p> <p>Use plastic chips to segment sounds in spoken words</p> <p>Isolate and discriminate short vowel sounds using vowel toys</p> <p>Activity: # of sounds vs. # of letters</p> <p>-----</p> <p>Complete assigned readings</p>	<p>Candidates practice phonogram cards with one another</p> <p>Quiz on voiced/unvoiced</p> <p>Evaluate sample student spelling errors due to phonemic confusions</p> <p>-----</p> <p>*Work with teachers on clipping consonant sounds</p> <p>*Work with teachers on pronouncing /a/ and /r/</p> <p>*extra practice in segmenting words with consonant blends</p>

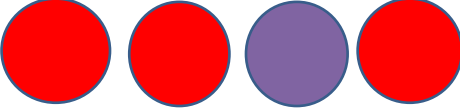
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 <input type="text"/> <input type="text"/> <input type="text"/>	Elkonin Cards

Segmenting with Chips




Segmenting with Chips




flat








The image shows a speech bubble containing the word "flat" and a title "Segmenting with Chips". Below the title are four circles representing segments: three red and one purple.



The image shows an apple and an elephant above a 5x2 grid.

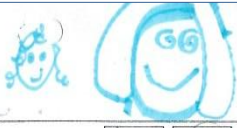
		





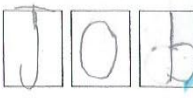


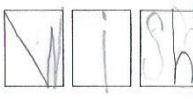





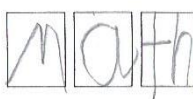

				

a	i	o	u	e

Name _____

1.	<input type="text"/>	6.	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	7.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	8.	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	9.	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	10.	<input type="text"/>	<input type="text"/>	<input type="text"/>

Name: Ella 

1. 	6. 	
2. 	7. 	
3. 	8. 	
4. 	9. 	
5. 	10. 	

Word	# of letters	# of sounds
go		
can		
sled		
must		
still		
shed		
strip		
stripe		
thumb		
thrill		
just		
egg		
cramp		
short		

Phonemic confusions in spelling – Why?

jrove	inethin
efer	shufls
sgudr	fapiyre
ungul	chree
sbend	bruvr
glubs	wile mamufs
inportant	elpow
wif	simpol

chrn the swich an: Win
 She chrn on the swich the
 grols sate a fapiyre
 an ths didnt run at
 all thay did
 is start at the fapiyre.
 The fapiyre wint
 tars the grols and the
 fapiyre pit thum be cas
 he wubit kds
 an the fapiyres lifd
 bapy efr aftr the End.

Associate - Spelling





AOGPE Curriculum Objective	Syllabus objective	Direct Instruction during coursework	VAKT activities	Assessment/Accommodations
II The Orton-Gillingham Approach A. Knowledge of the history of the English language B. Knowledge of the structure of the English language 2. Ability to teach the spelling rules and generalizations	Candidates will identify the sequence of skills necessary to provide instruction in reading, spelling, and handwriting through the Orton-Gillingham Approach	Model SOS steps Teach and model early spelling generalizations. Teach rationale for rule: ck vs. k at the end of a one-syllable word Prerequisites and direct teaching of rule	Practice SOS steps ----- Listening for vowel sound and pointing to ck or k for spelling: pack trick take duck like spoke sick lake ----- Moats article	Develop lesson plan in pairs ----- In later seminar, develop 6 sentences for dictation that practice floss, ck/k, ch/tch

Spelling Generalizations

A spelling generalization gives a logical way to consider how to spell words containing sounds that have more than one possible spelling.

3 generalizations that follow the same pattern are:

- ck or k at the end of one - syllable words
- tch or ch at the end of one- syllable words
- dge or ge at the end of one- syllable words

	
ck	k
	

Deny mere I Lick You
were mach on th
hest jump will I see you
been If I will see you
call me and we will
aser to 124
by Katie

S.O.S. Critique: Find the teacher errors

The 4th grade student has received OG instruction in:

- Closed syllables
- Consonant digraphs and blends
- Silent e
- Ff ll ss rule
- Ck/k spelling generalization
- Syllable division for vc/cv with closed and silent e

-
- | | |
|------------|--|
| 1. /ch/ ch | 11. The skunk had a black and white tail. |
| 2. /th/ th | 12. Try not to fall off the top of the bunk bed. |
| 3. /gr/ gr | 13. A crack in the ice made the pond unsafe for skating. |
| 4. /k/ c | 14. Give mommy a nice kiss and then get in bed. |
| 5. smell | |
| 6. call | |
| 7. spoke | |
| 8. shark | |
| 9. sniff | |
| 10. pull | |

Dictation Exercise

Dictation Exercise 2

Write the dictation part of your lesson for a 3rd grade student who has learned:

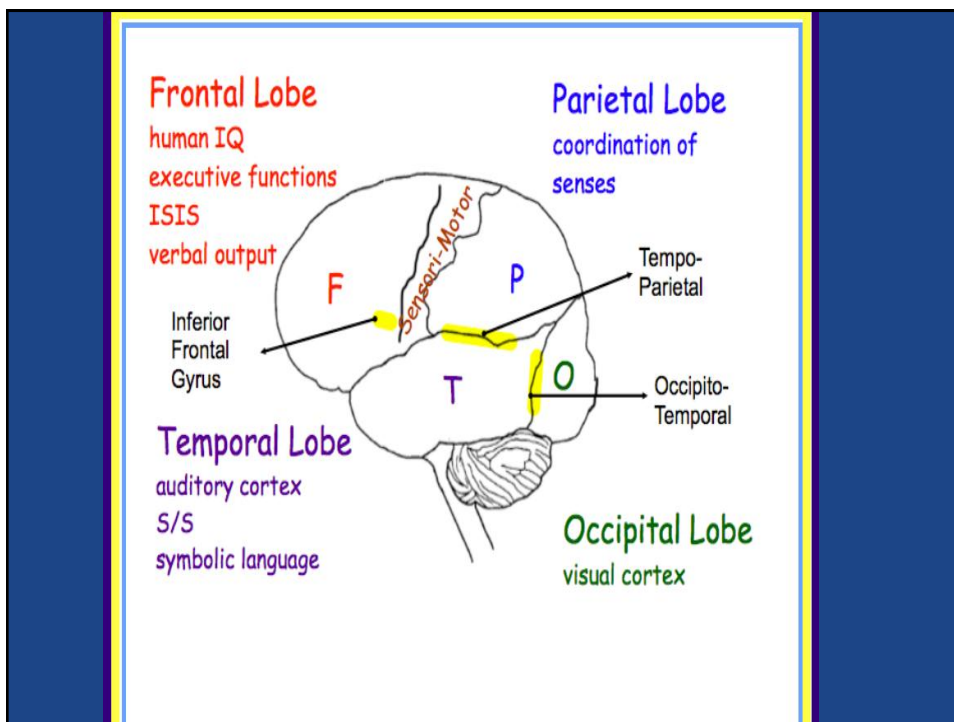
- short vowels
- silent e
- consonant digraphs sh,ch,th,qu,ck,
- initial and final consonant blends
- ff,ll,ss rule
- ck-k spelling generalization

The lesson objective is to practice the ck-k spelling generalization.

Dictate 4 sounds, 8 words and 2 sentences. Each sentence should have 5 to 8 words.

Certified - The Brain

AOGPE Curriculum Objective	Syllabus objective	Direct Instruction during coursework	VAKT activities	Assessment/Accommodations
<p>Goal 2 The Certified member of the Academy demonstrates the knowledge and skill to provide instruction as an independent Orton-Gillingham practitioner.</p> <p>2. The Certified member understands the nature and needs of the learner.</p> <p>B. Knowledge of the neurobiological underpinnings of dyslexia</p>	<p>Candidates will: outline current research in reading acquisition and the brain</p>	<p>Lecture: Steve Wilkins (guest presenter): Building Better Networks for Reading</p> <p>View Video: Guinevere Eden: <i>Brain Imaging Studies of Reading and Reading Disability.</i></p> <p>Read Neurobiology of Dyslexia article</p>	<p>Use fist to visualize the shape and lobes.</p> <p>Practice words: posterior, anterior, etc.</p> <p>Label the parts of the brain on a handout</p>	<p>Create a brain project to share with the group</p>

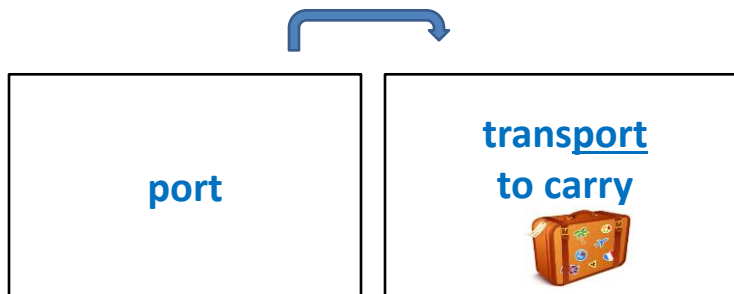




Certified - Morphology

AOGPE Curriculum Objective	Syllabus objective	Direct Instruction during coursework	VAKT activities	Assessment/ Accommodations
<p>Goal 2 The Certified member of the Academy demonstrates the knowledge and skill to provide instruction as an independent Orton-Gillingham practitioner.</p> <p>Objectives: 3. The Certified member is able to teach the structure of the English language.</p>	<p>Candidates will:</p> <p>Create materials for and facilitate teaching for both beginning and more advanced learners</p> <p>Transition students to advanced word structure: Prefixes/suffixes Roots Latin connectives</p>	<p>Morphology presentation 1:</p> <ul style="list-style-type: none"> • Overview of 3 layers: A-S, Latin, Greek • Model sequence of skills for teaching Latin prefixes, roots, and suffixes to small groups. • Review sample group morphology lessons • Explore materials and activities for teaching roots and affixes • Assign Latin morphology concepts for projects 	<p>Fill in Latin root web</p> <p>Matching worksheet – Latin prefix/root to meanings</p> <p>Make morpheme cards and practice with partner</p> <p>Participate in a morphology lesson led by Fellow</p> <p>“Language of Origin” worksheet</p>	<p>Candidates will design a set of materials for teaching a Latin morpheme – a selected prefix, suffix, or root. These materials will include drill cards and at least two worksheets.</p>

Morpheme cards

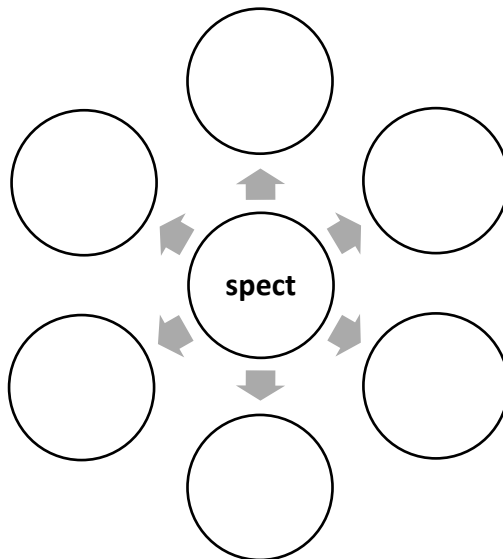


Prefixes

prefix	key word	meaning
un	unhappy	not
sub	submarine	under
re	redo	again, back
De	descend	down, upon
Pre	predict	before, ahead
Mis	Misspell	badly, wrongly
In	Incorrect	not, in
Dis	Dislike	not
Fore	Before	before, ahead
ex	exit	out
Per	Permanent	throughout completely
trans	transmit	across
Post	Post parte	after
Con/coni	Concrete	to join together
inter	Intermediate	between
ad	advertise	to direct towards
Pro	Progress	forward
ab	absent	away from
as	asleep	in, into, on, out



Your turn: spect



The Structure of English – 3 Layers of Language

HISTORIC STRAND	LETTER-SOUND CORRESPONDENCES		SYLLABLE PATTERNS		MORPHEME PATTERNS	
ANGLO-SAXON AND NORSE 100 AD- Angles and Saxons 700 AD- Vikings	Short vowels	sat let	Closed	bat hundred	Compound Words	thunderstorm toothbrush
	Long vowels	cake spider	Open	me	Suffix	carted (ed) softly (ly)
	Consonant Digraphs	this which	Vowel-consonant-e	make invite	prefix	unlike
	Vowel digraphs	feed boat	r-controlled	corn	Prefix/suffix	unlikely
	Diphthongs	boy saw	Consonant- le	cradle		
	r-controlled	her car	Diphthongs	toy		
	Silent letters	kn, wr				
LATIN – FRENCH (ROMANCE) 1066 - Normans	-tion -sion -cian	station session musician	Multi-syllabic with roots plus prefix and/or suffix		Roots plus prefix and/or suffix	
	-tial -cial	partial special	Prefix	Root	Suffix	refuse dismiss bisect captivity beneficial
	-tious	cautious	inter-	rupt	-ity	
	Schwa /ə/	competition	re-	spect	-tion	prediction
	ch /ʃ/	machine champagne	ad-	mit	-cial	admission
	que /k/	antique bouquet	intro-	dict	-ual	excellent
			pre-	port	malevolent inspection	
GREEKS 1485 - Renaissance	ch /k/	chemist chorus	Multi-syllabic with combining forms		Combining forms	
	ph	physics graph	auto-	-graph	microscope	microscope
	y /j/ /i/	gym cycle	micro-	-scope	chronometer	chronometer
			photo-	-meter	phonology	phonology
			phon-	-logy/-ology	physiologist	physiologist
			psych-		psychology	psychology
					architect	architect
					symphony	symphony

(M. Henry)

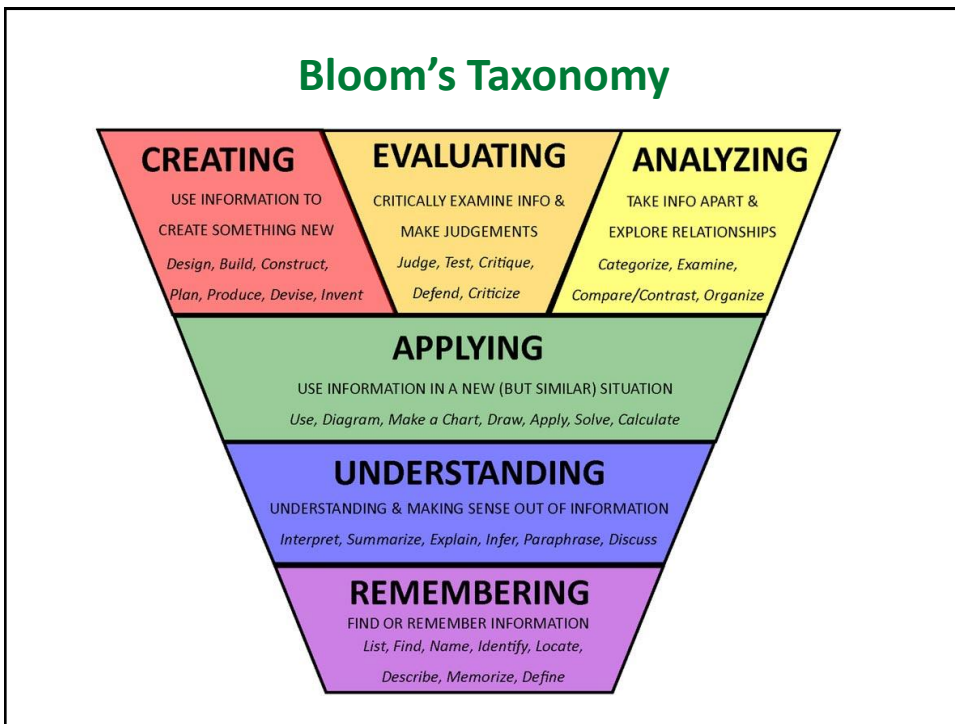
Morphology Exercise

Directions: Below is a chart with fifteen words. For each word, circle the origin of the word and then explain how you know.

Word	Origin			How do you know?
evasion	Anglo-Saxon	Latin-French	Greek	
theology	Anglo-Saxon	Latin-French	Greek	
frostbite	Anglo-Saxon	Latin-French	Greek	
inspection	Anglo-Saxon	Latin-French	Greek	
expeditious	Anglo-Saxon	Latin-French	Greek	
flashlight	Anglo-Saxon	Latin-French	Greek	
blameless	Anglo-Saxon	Latin-French	Greek	
bipolar	Anglo-Saxon	Latin-French	Greek	
psychology	Anglo-Saxon	Latin-French	Greek	
chronometer	Anglo-Saxon	Latin-French	Greek	
beneficial	Anglo-Saxon	Latin-French	Greek	
respectful	Anglo-Saxon	Latin-French	Greek	
byline	Anglo-Saxon	Latin-French	Greek	
playing	Anglo-Saxon	Latin-French	Greek	
philharmonic	Anglo-Saxon	Latin-French	Greek	

exclaim	exhale	exclude	excuse	exit
expire	expand	explain	explode	explore
export	extreme			

To leave <u>out</u>	
To speak <u>out</u>	
To go <u>out</u> the door	
To stretch <u>out</u>	
To breathe <u>out</u> for the last time	
To get <u>out</u> facts or skills to others, to tell or show	
To let <u>out</u> a noise or "bang"	
To look <u>out</u> for things and places	
To send <u>out</u> , as from a country	
To be far <u>out</u> , like the hottest, fattest, longest	
To get <u>out</u> of performing a task	
To let air <u>out</u> of the lungs	



Associate - Dyslexia

AOGPE Curriculum Objective	Syllabus objective	Direct Instruction during coursework	VAKT activities	Assessment/ Accommodations
II. Dyslexia A. Knowledge of the nature and needs of the dyslexic learner 1. Definition of dyslexia 2. Awareness of the effects of dyslexia on the individual's ability to communicate, on academic performance, and on life experiences C. Awareness of past and present research	Candidates will describe the characteristics of the learner with dyslexia			

Remembering	Understanding	Applying/Creating

A reminder....

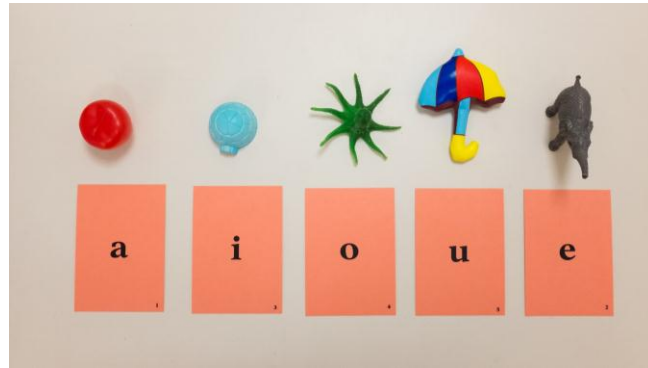


- Many of our candidates are our students now grown up.
- Keep it as multisensory for candidates as we do for our students.
- Spiral back, teach known to unknown, use VAKT strategies, give many opportunities for practice.

My Takeaways

A large, empty rectangular box with a thin black border, intended for the user to write their takeaways from the presentation.

Thank you!



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