



COURSE OUTLINE:

Day 1

Topics: *(Class will be taught demonstrating multisensory instruction)*

- What Is the Orton-Gillingham approach?
- What is multisensory instruction?
- What is dyslexia? What is auditory processing disorder? Signs?
- What is simultaneous oral spelling (S.O.S.)?
- Why teach explicit and systematic phonics?
- English language word construction
- Structured Literacy versus “Whole Language/Balanced Literacy”
- The Five Pillars of Reading
- The Forty-Four Phonemes in the English Language
 - Classification of Sounds
 - Voiced versus Unvoiced Sounds
 - What is Lindamood-Bell?
 - Articulation
 - The Tools of Articulation
 - Place of Articulation
 - Manner of Articulation
 - Consonant Articulation
 - Vowel Articulation
 - Phonemic Awareness Drills
 - Phoneme Replication
 - Phoneme Blending
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Isolation
 - Rhyming
- Word Attack Skills-Part 1
 - Short Vowels
 - Long Vowels
 - Long Vowel Spellings
 - Advanced Vowel Teams

Assignments:

Read “Report of the National Reading Panel” (*Written Summary Required-(WSR* ¹)

Watch presentation “English Language Word Construction.” Watch presentation, “The Phonics Deck” and review presentation, daily. Review phonemic awareness drills techniques. Review place/manner of articulation. Review presentations, “au” vs “aw”, “oi” vs. “oy”, and “ou” vs. “ow”. Complete S.O.S drills for each. Review Latinate roots categories, “A,” “B,” “C,” and “D”. Review Greek combining form category, “B,” “C,” and “X”.

Day 2

Topics: (*Class will be taught demonstrating multisensory instruction*)

- Word Attack Skills-Part 2
 - Open Syllables
 - Closed Syllables
 - Silent “e” Syllables
 - “R”-Controlled Syllables
 - VC/CV Syllable Division
 - V/CV Syllable Division
 - VC/V Syllable Division
 - Consonants
 - Consonant Digraphs
 - Consonant Blends
 - Consonant + “**le**” Syllables
 - The two sounds of “oo”)
 - The two sounds of “ou”
 - The two sounds of “ow”
 - The two sounds of “c”
 - The two sounds of “g”
 - The two sounds of “s”
 - The two sounds of “th”
 - The two sounds of “ch”

¹ All written summaries must be a minimum of 3 pages, and they must be typed using Times New Roman, size 12.

Assignments:

Read “Dialect Variation and Reading: Is Change in Nonmainstream American English Use Related to Reading Achievement in First and Second Grades” (**WSR**). Review presentation, “The Phonics Deck” daily. Review presentation, Syllable Types: Mixed Open, Closed, and Silent “e” Syllables. Review presentations, Syllable Division: VC/CV versus V/CV and V/CV versus VC/V. . Review presentations, Syllable Types: Consonant + “le” Syllables, the Two Sounds of “th”, and the Two sounds of “ch”. Complete S.O.S drills for each. Review Latinate roots categories, “E,” “L,” “M,” and “T”. Review Greek combining form categories, “D,” “M”, and “T”.

Day 3

Topics: (*Class will be taught demonstrating multisensory instruction*)

- Challenging Phonograms-Part 2
 - The three sounds of “-ed”
 - The three sounds of “ea”
 - The three sounds of “y”
 - “qu”

- The Spelling Rules
 - The Long Spelling Rule
 - The “F,” “L,” “S” Doubling Rule
 - The CVC Doubling Rule
 - The Silent “e” Rule
 - The “y” Rule

Assignments:

Read “Morphological Awareness of Fourth grade African-American Students”. (**WSR**) Review presentation, “The Phonics Deck” daily. Review presentations, “Challenging Phonograms: the Three Sounds of “-ed,” the Three Sounds of “ea,” and the Three Sounds of “y”, “Spelling Rules: The Long Spelling Rule, The “F,” “L,” “S” Doubling Rule, The CVC Doubling Rule, The Silent “e” Rule, and The “y” Rule. Complete S.O.S drills for each. Review Latinate roots categories, “V,” and “P”. Review Greek combining form categories, “A,” “O,” “S,” and “T”.

Topics: (Class will be taught demonstrating multisensory instruction)

- Morphological Concepts-Part 1
 - “-ald,” “-alk,” “-all,” “-alt,” “-ild,” “-ind,” “-old,” “-olt,” “-ost”)
 - The Accent
 - The Schwa
 - Final Stable Syllables (Suffixes)
 - Plurals
 - The French Code

 - Anglo-Saxon Word Construction
 - Identifying Words of Anglo-Saxon Origin

 - Latinate Word Construction
 - Identifying Words of Latinate Origin
 - Latinate Roots
 - Latinate Prefixes

Assignments:

Read “Training Reading Comprehension in Adequate Decoders/Poor Comprehenders: Verbal Versus Visual Strategies”. (**WSR**). Review presentation, “The Phonics Deck” daily. Review presentations, the Two Sounds of “oo”, the Two Sounds of “ou”, and the Two Sounds of “ow” “au” vs “aw”, “oi” vs. “oy”, and “ou” vs. “ow”, Syllable Types: Mixed Open, Closed, and Silent “e” Syllables, Syllable Division: VC/CV versus V/CV and V/CV versus VC/V.. Complete S.O.S drills for each. Review Latinate roots category, “G,” “H,” “J,” “N,” and “S”. Review Greek combining form categories, “G,” “H,” “L,” and “N”.

Topics: (Class will be taught demonstrating multisensory instruction)

- Morphological Concepts-Part 4

- Latinate Word Construction
- Assimilated Prefixes
- Latinate Connectives
- Review Latinate word construction

- Introduce Greek Word Construction
 - The Greek Code
 - Identifying Words of Greek Origin
 - Greek Combining Forms
 - The connective “o”

- Course Review

Assignments:

Read “Dynamic Assessment of Morphological Awareness and Third Grade Literacy Success”.
Review presentation, “The Phonics Deck” daily. Review presentations, “Assimilated Prefixes”.
Review presentation, “Long Vowel Spellings Quick Review”. Review presentations, Syllable
Division: VC/CV versus V/CV and V/CV versus VC/V. Complete S.O.S drills for each.
Review Latinate roots categories, “O,” “Q,” “R,” and “T”. Review Greek combining form
categories, “A,” “E,” “L,” “I,” “K,” and “Z”.