



Orton Gillingham




Reading Specialists

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The Principles of
Orton Gillingham
and Structured Literacy

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Science of Reading
How we learn.

5 Pillars
What we teach.

Structured Literacy
How we teach.

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WHAT IS
the Science of Reading?

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The Science of Reading



**ISN'T
SOMETHING
YOU TEACH.**



IT'S AN EXTENSIVE BODY OF RESEARCH THAT HAS IDENTIFIED HOW READING DEVELOPS AND EFFECTIVE WAYS TO TEACH IT.



WE'RE NOT TEACHING THE BODY OF RESEARCH, WE'RE TEACHING USING STRATEGIES BASED ON THAT BODY OF RESEARCH.


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The Science of Reading: *The findings in a nutshell.*

Reading isn't natural.	Everyone learns the same way.
We know the pathways for teaching and learning.	It's the same process; some are just faster at it.

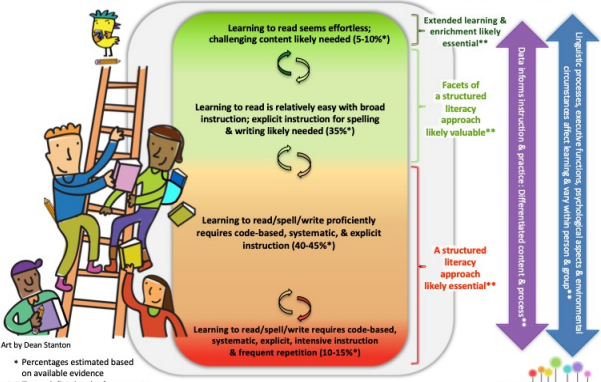
All students benefit from structured literacy.



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The Ladder of Reading & Writing



Learning to read seems effortless; challenging content likely needed (5-10%*)

Learning to read is relatively easy with broad instruction; explicit instruction for spelling & writing likely needed (35%*)

Learning to read/spell/write proficiently requires code-based, systematic, & explicit instruction (40-45%*)

Learning to read/spell/write requires code-based, systematic, explicit, intensive instruction & frequent repetition (10-15%*)

Extended learning & enrichment likely essential**

Facets of a structured literacy approach likely valuable**

A structured literacy approach likely essential**

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From the IDA website

Art by Dean Stanton
 * Percentages estimated based on available evidence
 ** Terms defined and references at www.nancyyoung.ca

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Nancy Young

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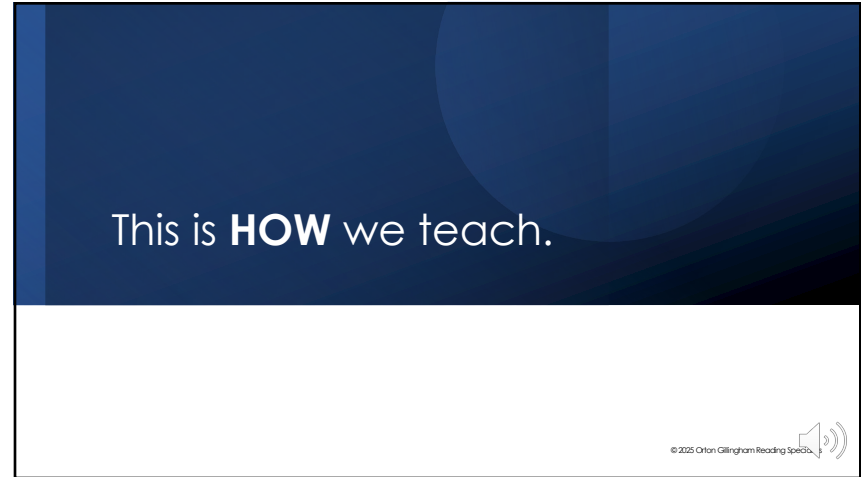
This is **WHAT** we teach.

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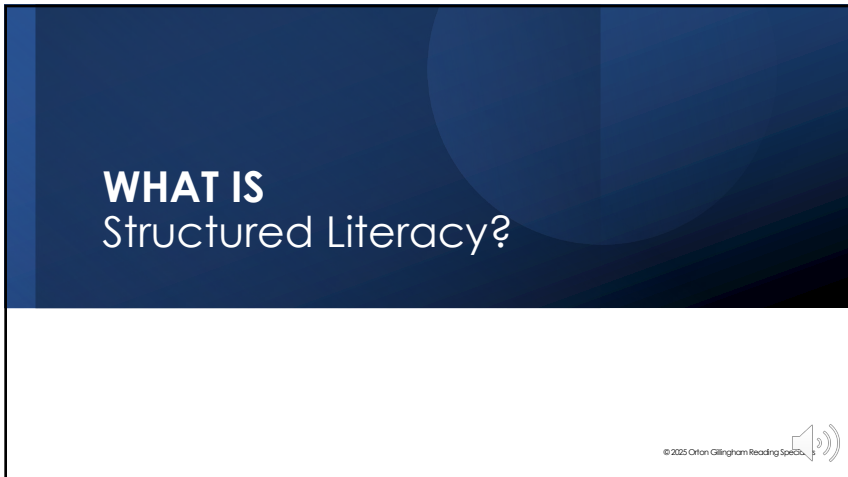
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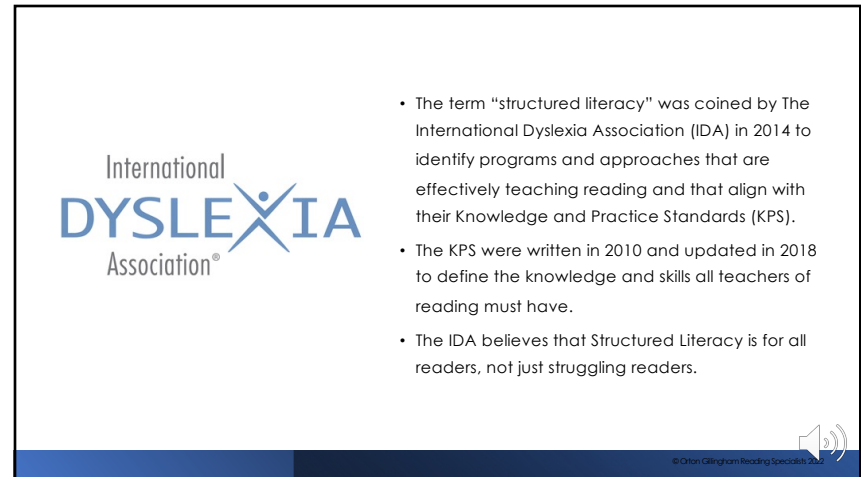
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Balanced Literacy



Language learning grows if the conditions are right.

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Structured Literacy



Language skills are learned on purpose, according to a plan.

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Structured Literacy Includes:

- Explicit scope and sequence of key literacy components
- Cumulative practice and review
- Prompt corrective feedback
- Spear-Swirling

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Balanced Literacy

Meaning triggers



word identification.

Structured Literacy

Word identification




triggers meaning.

Steve Dykstra

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WHAT IS Orton Gillingham?



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Ten Characteristics of the Orton Gillingham Approach





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1. OG is Cognitive and Intellectualized

- Students learn **patterns and generalizations** about the English language and that English isn't crazy.
- They learn to use **logical**, independent thinking about language and use reasoning to build skills.
- They think about their thinking through the use of **Socratic/eliciting questions**.
- LTK p. 29
 - Vacation came on a rainy day, so eight reindeer would not obey.





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2. OG is Structured and Sequential

- The elements of the language are introduced systematically and in a **logical sequence**, going from most common and easiest to least common and more complex.
- day -> came -> rainy -> vacation -> eight -> reindeer -> obey




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3.
OG is Diagnostic and Prescriptive


- Practitioner is adapting the plan as needed based on verbal, non-verbal, and written responses which identify progress and difficulties.
- Lesson plans are written for the next lesson based on information from the current lesson.
- Practitioner is making decisions on a continuous basis before, during and after each lesson.
- **Pacing** is paramount.

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4.
OG is Systematic and Cumulative


- Material follows a logical **sequence** and builds step by step based on previously mastered material.
- New information is **deliberately** tied to previously learned information to build a framework for understanding the language.

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5.
OG is Direct and Explicit

- Concepts are **directly** taught using language that is clear and consistent.
- Students aren't encouraged to guess at a new concept or figure it out on their own.
- Nothing is assumed about what a student already knows.
- Immediate and continuous **feedback** is provided followed by additional practice.
- High level of interaction between student and teacher.


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6.
OG is Simultaneous and Multi-Sensory (multi-modal)

VISUAL
AUDITORY
KINESTHETIC
TACTILE

- Teaching uses all pathways: visual, auditory, kinesthetic, tactile (**VAKT**)
- Tactile includes tracing words and sounds but also drawing attention to speech mechanics.
- At all times integrates reading, writing, spelling, speaking.

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7. **OG is Synthetic and Analytic**

Synthetic:
How the parts work together to form a whole.

Analytic:
How the whole is broken down into parts.

- Sound and symbol correspondence
- Phonemic awareness
- Language structure
- Rules and patterns
- Morphology
- Etymology
- Syntax and semantics

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8. **OG is Individualized and Emotionally Sound**

- Lessons are tailored to the individual student by being diagnostic and prescriptive.
- Maintains a high degree of **success** and positive reinforcement.
- Provides an experience that is stress-free; promotes positive attitudes about learning; and builds motivation, self confidence, and self esteem.
- Appreciation of the effort needed by this individual to master the language.
- Utilizes eliciting questions and metacognitive thinking for self correction.

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9. **OG is Alphabetic and Phonological**

Understanding that:

- letters have names and sounds
- words are made up of sequences of sounds
- letters go from left to right (in English) in the order in which they're spoken

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10. **OG Teaches to Automaticity**

- Without **mastery**, information is not accessible when needed.
- Skills need to move to the back burner.
- Overlearn to the automatic level.
- Accuracy + Automaticity = Mastery

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Orton Gillingham is flexible and appropriate for all readers!

Neurologically sound
Linguistically sound
Necessary for some
Structured Literacy

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What is Orton Gillingham?



Samuel Orton
1879-1948


Anna Gillingham
1878-1963

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Bessie Stillman
1876-1938

Co-author of
The Gillingham Manual and
did extensive research;
organized language.



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I dub thee . . . OG

June Lyday Orton

Author of
Guide to Teaching Phonics;
coined the term
Orton Gillingham in 1966.




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Beth Slingerland
1882-1965

Brought OG into public classrooms.



Margaret Rawson, 1899-2001


The differences are personal;
the diagnosis is clinical;
the treatment is educational;
the understanding is scientific.




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Significant differences exist between **Gillingham-Stillman** techniques and **Orton-Dozier** techniques.



Orton and Dozier



Stillman and Gillingham


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Founders of **The Reading Center** in Rochester, MN

Paula Dozier Rome
(left – Paul Dozier was her uncle)

Jean Osman (right)




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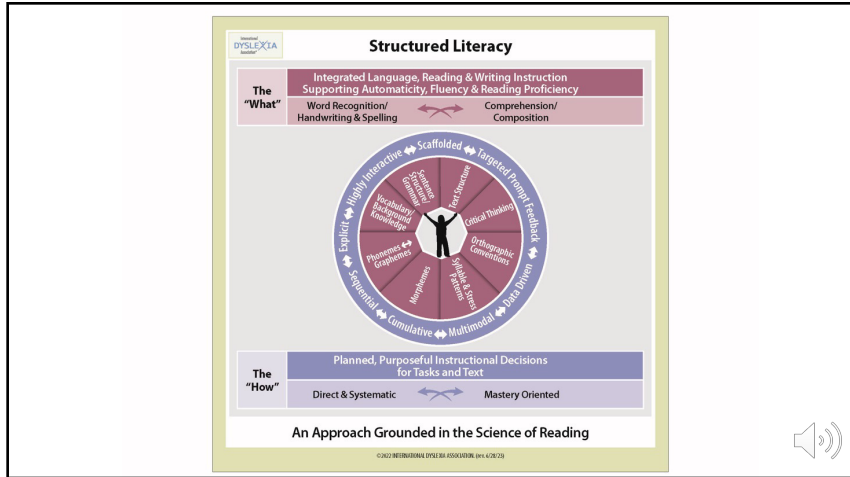
Arlene Sondag was trained by Rome and Osman and created the lesson plan used by Orton Gillingham Reading Specialists, Orton Gillingham of Minnesota and the Sondag System.

It is one of many, many lesson plan formats used by OG practitioners nationally and internationally.

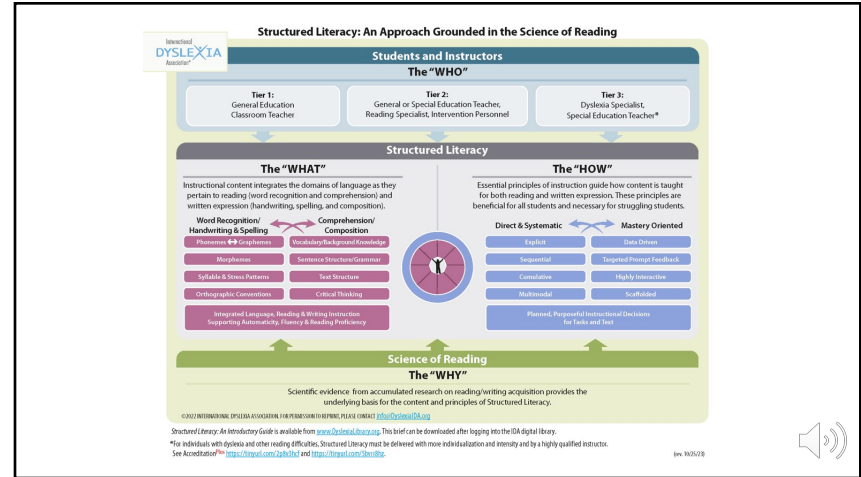


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References

- [International Dyslexia Association](#)
- [National Reading Panel](#)
- [Orton Gillingham Academy](#)
- [The Reading Center/Dyslexia Institute of MN, Rochester MN](#)
- Spear-Swerling 2019



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