



# COMPREHENSIVE ORTON-GILLINGHAM PLUS

30-HOUR

## SYLLABUS

### COURSE DESCRIPTION

The IMSE Comprehensive Orton-Gillingham Plus Course and Program is a hands-on, interactive, and personalized class that provides a complete understanding of IMSE's enhanced Orton-Gillingham method, the essential five components to literacy, and the tools necessary to apply it in the classroom. After participating in this accredited Structured Literacy course, teachers will have an understanding of the structure and foundation of the English language as well as the research behind the science of reading. Teachers will have a basic understanding of how to assess and teach students with dyslexia as well as students in all three tiers of RTI. Teachers will be able to evaluate and teach students in phonological skills, phonics/word recognition, spelling, writing, fluency, vocabulary, and comprehension. This course includes an asynchronous component for fluency, vocabulary, and comprehension. The Comprehensive OG Plus course is appropriate for teachers whose students are emergent and beginning readers as well as readers struggling in word recognition.

The Comprehensive OG Plus, along with the Phonological Awareness Course, Morphology Plus Course, and/or the Comprehensive Practicum will help teachers prepare to take the Center for Effective Reading Instruction (CERI) Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) to obtain a Structured Literacy (SLCT) Classroom Teacher Certificate. CERI is a subsidiary of the International Dyslexia Association (IDA). Upon completion of this course, teachers are eligible to purchase 2 graduate [credits](#).

### SCIENCE OF READING

The science of reading research drives the instruction given at all IMSE trainings. IMSE trainings provide educators with the skills needed to integrate research-based, explicit, systematic, and multi-sensory instruction into their current curriculum. The Theoretical Models of Reading (Gough and Tunmer's *Simple View of Reading*, Hollis Scarborough's *The Reading Rope*, Linnea Ehri's *The Four Phases of Word Reading*, and Seidenberg and McClellan's *The Four-Part Processing Model for Word Recognition*) are the backbone of IMSE's training programs.

## **COURSE IS FOR:**

General and special education teachers K-2 in addition to grades 3rd and beyond whose students require instruction in word recognition skills (e.g., phonology, decoding, spelling). This course can also be taken by any educator who wants to learn more about instruction in phonology and orthography.

## **MATERIALS / RESOURCES**

- *Training and Assessment Manual* by the Institute for Multi-Sensory Education
- *IMSE's Comprehensive OG Plus Teacher's Guides (K-2)*
- *IMSE's Comprehensive OG Plus Spelling Teacher's Guide (3rd Grade Plus)*
- *Interventions for All: Phonological Awareness* by Yvette Zgonc
- *Syllable Division Word Book* by the Institute for Multi-Sensory Education
- Phoneme/Grapheme Card Pack by the Institute for Multi-Sensory Education
- Syllable Division Posters by the Institute for Multi-Sensory Education
- Comprehensive OG Plus Practice Packet
- Sets 1-3 Decodable Readers (PDF)
- Asynchronous Fluency, Vocabulary, Comprehension webinar with digital practice packet
- IMSE Blending Board
- Procedural Routine Flip Chart
- IMSE's Interactive OG 2.0
- Access to IMSE's Resource Portal

## **PARTICIPANT LEARNING OUTCOMES**

Upon completion of this course, the participant should be able to:

1. Gain knowledge of the foundation and structure of the English language.
2. Gain basic knowledge about students with reading disabilities, including dyslexia.
3. Understand how EL students can best learn English.
4. Identify the various types of assessments, be able to administer the PAST and IMSE assessments, and understand the components of writing an assessment report.
5. Implement structured literacy strategies for phonological awareness, phonics, word recognition, writing, spelling, fluency, vocabulary, and comprehension.
6. Apply self-editing techniques for written expression.
7. Adapt and differentiate instruction based on assessment and student need.
8. Demonstrate knowledge of syllabication patterns and types for encoding/decoding.

9. Integrate strategies to teach irregular and/or high-frequency words.
10. Create structured weekly lesson plans.

## COURSE SCHEDULE

IMSE courses are available in both a live, face-to-face format and virtual format. The traditional schedule consists of five consecutive days from 8:00-3:30. However, alternate schedules are available in the live, virtual format. These schedules include

- Morning or Afternoon Sessions (3-hours daily for two weeks)
- Evening Sessions (3-hours daily for two weeks)
- Weekend Sessions (8-hour sessions over two weekends [Saturday and Sunday])
- Semester-Style Sessions (2-hour sessions, once a week for 15 weeks)

All alternate formats include the same content as the traditional 5-day training, spread out over various days.

## COURSE CALENDAR

(KPS stands for IDA Knowledge and Practice Standards)

COURSE	DAY	TOPIC	KPS-ALIGNED ACCOUNTABLE READING
Comprehensive (30-Hour Course; eligible for 2 graduate credits.)  Participants who finish the course are eligible to apply for the practicum.	1	Ethical Standards, History of OG, Science of Reading Research, Structured Literacy, Structure of the English language, MTSS, Dyslexia, Students with Disabilities, English Learners, Differentiation, Assistive Technology, Guidelines for Lessons, Phonological Awareness, Letter Formation, Teaching a New Concept, and Irregular Words	Kohler, J. (2022). IMSE's Comprehensive Training Manual. Southfield, MI: IMSE.  Zgonc, Yvette (2010). Interventions for All: Phonological Awareness. Peterborough, NH: Crystal Springs Books.
	2	Continue Red Word practice, Teaching a New Concept with Word and Sentence Dictation, Spelling Rules, Three-Part Drill, Lesson Planning, and Implementation	Kohler, J. (2022). IMSE's Comprehensive Assessment Manual. Southfield, MI: IMSE.  Jeup, J. (2022). Syllable Division Word Book. Southfield, MI: IMSE.
	3	Assessment, Syllabication, Syllable Types, and Patterns, Spelling Rules Continued	Kohler, J. (2022). IMSE's Comprehensive OG Plus Teacher's Guides (K-2). Southfield, MI: IMSE.
	4	Spelling Rules and Syllabication Continued, Lesson Planning and Implementation	

	5	Spelling Rules and Syllabication Continued, Lesson Planning and Implementation	Jeup, J. (2022). Spelling Teacher's Guide (3rd Grade Plus). Southfield, MI: IMSE.
Asynchronous Fluency, Vocabulary, and Comprehension	Independent	Fluency, Vocabulary, Comprehension	

## COURSE REQUIRED ASSIGNMENTS

To receive a passing grade, the participant must complete the following course requirements in addition to 30 hours of attendance and class participation. The Asynchronous Fluency, Vocabulary, and Comprehension is worth an additional 3 hours.

DAY	ASSIGNMENTS	KPS ALIGNMENT	% FINAL GRADE
1	<ul style="list-style-type: none"> <li>Read IMSE's Comprehensive OG Plus Training Manual pgs. 1-70; 82-87; 93-103</li> <li>Read Phonological Awareness book pgs. 1-48 and skim activities pgs. 49-172;</li> <li>Complete Day 1 Learning Outcome*</li> </ul>	1.1-1.9 2.1-2.5 4A.1-4A.3 4B.1-4B.7 5.1-5.10	20%
2	<ul style="list-style-type: none"> <li>Read IMSE's Comprehensive OG Plus Training Manual pgs. 71-81; 87-92;</li> <li>Read IMSE's K Teacher's Guide;</li> <li>Complete Day 2 Learning Outcome*</li> </ul>	4A.1-4A.3 4C.1-4C.8	20%
3	<ul style="list-style-type: none"> <li>Read IMSE's Comprehensive OG Plus Training Manual pgs. 104-110;</li> <li>Read IMSE Assessment Manual;</li> <li>IMSE's Syllable Division Word Book pgs. 1-9;</li> <li>Read IMSE 1st Grade Teacher's Guide pgs. 1-36;</li> <li>Complete Day 3 Learning Outcome*</li> </ul>	3.1-3.8 4G.1-4G.5	20%
4	<ul style="list-style-type: none"> <li>Read IMSE 1st Grade Teacher's Guide pgs. 37-249;</li> <li>IMSE Syllable Division Word Book pgs. 10-78;</li> <li>Complete Day 4 Learning Outcome*</li> </ul>	4A-G	20%
5	<ul style="list-style-type: none"> <li>Read IMSE Comprehensive OG Plus pgs. 144-175</li> <li>Read IMSE 2nd Grade Teacher's Guide (all);</li> <li>IMSE Syllable Division Word Book pgs. 79-147;</li> <li>Complete Day 5 Learning Outcome*</li> </ul>	4A-G	15%
	<ul style="list-style-type: none"> <li>Read IMSE Comprehensive OG Plus pgs. 111-143</li> <li>Complete Practice Packet and asynchronous activities</li> </ul>	4D, 4E, 4F	5%

### \*Description of Daily Learning Outcomes:

#### Day 1: Participants will:

- Explain the Simple View of Reading.
- List signs of dyslexia based on a student's age.
- Give examples of voiced sounds.

- Give examples of unvoiced sounds.
- Identify the number of sounds in a given word.
- Be prepared to discuss the assigned reading
- Practice letter formation.
- Practice planning and teaching an irregular word.

**Day 2: Participants will:**

- Provide sound lines and visual cues for 4 CVC words.
- Create word lines and visual cues for sentence dictation.
- Name the purpose, materials, teacher’s role, and student’s role for all of the components of the Three-Part Drill as well as the Vowel Intensive.
- Differentiate the Three-Part Drill as well as dictation of words and sentences to meet the needs of all learners.
- Plan and teach a lesson including the Three-Part Drill, Teaching a New Concept, and Red Words.

**Day 3: Participants will:**

- Design three creative ways to teach or review Red Words.
- Identify how the assessment results will help determine an appropriate starting point.
- Decode 2 multisyllabic VC/CV and V/CV words using Closed and Open Syllable types.
- State and explain the doubling rule for s, l, f, and z.
- Practice the decoding strategy.

**Day 4: Participants will:**

- Explain the Magic E syllable type.
- List the four syllable division patterns from most common to least common.
- Provide the abbreviation or label for three syllable types listed.
- Encode and decode a list of 6 words.
- Plan and teach a beginning l-blends lesson including Three-Part Drill, Teaching a New Concept, Red Words, and Syllable Division.

**Day 5: Participants will:**

- Define digraph, blend, diphthong, and Red Word
- Identify the number of “sounds” (phonemic awareness) per syllable and also how many “fingertaps” (phonics).
- Encode and decode multisyllabic words encompassing all Syllable Patterns and Types.
- Define and provide examples of all 6 Syllable Types.
- Plan and teach a final weekly lesson of their choosing with all components.

**COURSE INSTRUCTORS**

All of IMSE’s instructors have a minimum of a master’s degree in an educational field of study and have successfully used this methodology with their own students and in their own classrooms. All instructors have a current and valid teaching license. Instructors are also certified by the International Dyslexia Association (IDA)/Center for Effective Reading Instruction (CERI). All of IMSE’s instructors are

certified master instructors in the Orton-Gillingham methodology. IMSE instructors have many years of experience in mentoring, consulting, and training teachers and districts in Orton-Gillingham.

### **COURSE CAP**

The cap for enrollment in any given IMSE Course depends on the facility or platform in which the training is being held as well as the time of year. In every in-person week-long training, there are two participants at each 6 foot-long table so there is plenty of room to work and practice. The room is set up classroom style. Virtual trainings take place via the Zoom platform. Every effort is made to keep enrollment to 45 or less.

### **Disclaimer:**

Upon completion of the course, participants are considered trained to use the IMSE methodology with students. Upon completion of the course and practicum, candidates would be certified to teach students in IMSE's OG methodology. Candidates are not certified, qualified, or permitted to teach other educators/instructors how to implement IMSE's OG. IMSE Instructors go through an additional year-long training process. All materials are copyrighted and solely owned by IMSE. Unlawful use of our materials is not permitted.