



Syllabus for IMSE's 30-Hour Orton-Gillingham Comprehensive Course

COMPREHENSIVE COURSE DESCRIPTION:

The IMSE Orton-Gillingham Comprehensive Course is a hands-on, interactive, and personalized class that provides a complete understanding of IMSE's enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom as well as the importance of a Structured Literacy™ program. After participating in this training, teachers will have an understanding of the structure and foundation of the English language. Teachers will have an 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 may 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 (SLT) Certificate. CERI is a subsidiary of the International Dyslexia Association (IDA). Upon completion of this course, teachers are eligible to purchase 2 graduate credits.

MATERIALS/RESOURCES:

- *Recipe for Reading* by Nina Traub and Francis Bloom
- *Interventions for All: Phonological Awareness* by Yvette Zgonc
- Phoneme/Grapheme Card Pack by the Institute for Multi-Sensory Education
- Syllable Division Cards by the Institute for Multi-Sensory Education
- *Syllable Division Word Book* by the Institute for Multi-Sensory Education
- *Assessment Manual* by the Institute for Multi-Sensory Education
- *Training Manual* by the Institute for Multi-Sensory Education
- Set 1 Decodable Readers
- IMSE Blending Board
- IMSE's *Interactive OG* (one-year subscription to the online lesson planning and assessment tool)
- Weekly OG (two years worth of helpful weekly emails on implementing OG)

COMPREHENSIVE COURSE CAP:

The cap for enrollment in any given IMSE Comprehensive Course depends on the facility in which the training is being held as well as the time of year. In each 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. For virtual trainings, participants log in using the Zoom platform. IMSE tries to keep attendance under 45 whenever possible.

PARTICIPANT LEARNING OUTCOMES:

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

1. Be aware of the foundation and structure of the English language.
2. Gain basic knowledge about students with reading disabilities including dyslexia.

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3. Understand how ELL 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 to 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 multi-sensory strategies to teach irregular and/or high-frequency words.
10. Create structured weekly lesson plans.

COMPREHENSIVE COURSE CALENDAR (KPS stands for IDA Knowledge and Practice Standard)

The Comprehensive Course is one week (5-days)

Course	Week	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	1	Ethical Standards, Research, Structured Literacy, Structure of the English language, MTSS, Dyslexia, Students with Disabilities, ELL, Differentiation, Assistive Technology, Guidelines for Lessons, Phonological Awareness, Three-Part Drill and Vowel Intensive	Jeup, J. (2019). <i>IMSE's Comprehensive Training Manual</i> . Southfield, MI: IMSE. Zgonc, Yvette (2010). <i>Interventions for All: Phonological Awareness</i> . Peterborough, NH: Crystal Springs Books.
		2	Teaching a New Concept with Word and Sentence Dictation, Handwriting, Red Words, Spelling Rules	Jeup, J. (2019). <i>IMSE's Comprehensive Assessment Manual</i> . Southfield, MI: IMSE. Jeup, J. (2019). <i>Syllable Division Word Book</i> . Southfield, MI: IMSE.
		3	Assessment, Syllabication, Syllable Types and Patterns, Spelling Rules Continued, Fluency, Vocabulary, Comprehension	Bloom, F., Traub, N. (2005). <i>Recipe for Reading: Intervention Strategies for Struggling Readers</i> . Cambridge and Toronto: Educators Publishing Service.
		4	Spelling Rules and Syllabication Continued	
		5	Spelling Rules and Syllabication Continued	

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COMPREHENSIVE COURSE REQUIRED ASSIGNMENTS:

In order to receive a passing grade, the participant must complete the following course requirements in addition to 30 hours of attendance and class participation:

DAY	ASSIGNMENTS	KPS ALIGNMENT	% FINAL GRADE
1	<ul style="list-style-type: none"> Read <i>IMSE's Comprehensive Training Manual</i> pgs. 1-75; Read <i>Phonological Awareness</i> book pgs. 1-48 and skim activities pgs. 49-172; Complete Day 1 Learning Outcome* 	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"> Read <i>IMSE's Comprehensive Training Manual</i> pgs. 76-84 and 115-124; Read <i>Recipe for Reading</i> pgs. 1-71; Complete Day 2 Learning Outcome* 	4A.1-4A.3 4C.1-4C.8	20%
3	<ul style="list-style-type: none"> Read <i>IMSE's Comprehensive Training Manual</i> pgs. 85-114 and 126-133; Read <i>IMSE Assessment Section</i> pgs. 1-110; <i>IMSE's Syllable Division Word Book</i> pgs. 1-8; Read <i>Recipe for Reading</i> pgs. 72-84 and 108; Complete Day 3 Learning Outcome* 	3.1-3.8 4D.1-4D.4 4E.1-4E.4 4F.1-4F.5 4G.1-4G.5	20%
4	<ul style="list-style-type: none"> Review <i>IMSE's Comprehensive Training Manual</i> Appendices pgs. 1-59; Read <i>Recipe for Reading</i> pgs. 85-112; <i>IMSE Syllable Division Word Book</i> pgs. 9-35; Complete Day 4 Learning Outcome* 	4A-G	20%
5	<ul style="list-style-type: none"> Review <i>IMSE's Comprehensive Training Manual</i> Masters pgs. 1-135; Read <i>Recipe for Reading</i> pgs. 113-218; <i>IMSE Syllable Division Word Book</i> pgs. 36-81; Complete Day 5 Learning Outcome* 	4A-G	20%

*Description of Daily Learning Outcomes:

Day 1: Participants will:

- 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.
- List 3 positive attributes that students with dyslexia may share.
- Practice the Three-Part Drill and Vowel Intensive.

Day 2: Participants will:

- Provide sound lines and visual cues for 4 CVC words.
- Create word lines and visual cues for sentence dictation.
- Describe the difference between Green Words and Red Words (phonetic and irregular).
- 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 and Teaching a New Concept.
- Practice the Red Word method.

Day 3: Participants will:

- Design three creative ways to teach or review your Red Words.
- Identify how the assessment results will help determine an appropriate starting point.
- Decode 2 multisyllabic words with blends.
- State and explain the doubling rule for s, l, f, and z.
- Provide sound lines with visual cues for 5 words listed.
- Practice fluency, vocabulary, comprehension.

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- 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.
- State 2 ways students can review vocabulary words.
- List the 4 components to Reciprocal Teaching.
- Identify strategies for improving fluency.
- Plan and teach a beginning I-blends lesson including Three-Part Drill, Teaching a New Concept, Red Words, and Syllable Division.

Day 5: Participants will:

- Identify 10 graphemes and their orthographic structure.
- 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 7 Syllable Types.
- Plan and teach a final lesson of their choosing with all components.

COMPREHENSIVE 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.

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.

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