Syllabus for IMSE's Orton-Gillingham
Intermediate Course

INTERMEDIATE COURSE DESCRIPTION:

The IMSE Intermediate course is a hands-on, interactive, and personalized class that focuses on the importance of a Structured Literacy™ program. After participating in this training, teachers will have an awareness of how to assess and teach students with dyslexia as well as students in all three levels of RTI. The Intermediate Training is ideal for third through fifth-grade general education students, fourth through twelfth-grade remedial and special education students, and adults. This training will focus on advanced skills for mature learners who require foundational skills. The training will cover assessment, dictation of words and sentences, advanced spelling rules, decoding and encoding of all syllable types, morphology, written expression, and content area vocabulary strategies. Phonological awareness, fluency, and comprehension are also discussed. This course may help teachers prepare to take the Center for Effective Reading Instruction's (CERI's) 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:
- *Intermediate Training Manual* by IMSE
- *Unlocking Literacy* by Marcia K. Henry
- *Encoding and Decoding Teacher's Manual* and *Encoding Student Workbook* by IMSE
- *Vocabulary Handbook* by Linda Diamond and Linda Gutlohn
- IMSE's *Writing and Grammar Manual* and webinar
- IMSE Tutor-Sized Phoneme/Grapheme Card Pack
- IMSE Morpheme Card Pack
- 3-week trial of IOG (available for purchase after trial)
- OG Weekly (one year's worth of helpful weekly emails on implementing OG)

INTERMEDIATE COURSE CAP:

The cap for enrollment in any given IMSE Intermediate 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. Virtual trainings take place via the Zoom platform. Every effort is made to keep the number of participants under 45.

PARTICIPANT LEARNING OUTCOMES:
Upon completion of this course, the participant should be able to:
1. Have a deeper understanding of the foundation and structure of the English language.

2. Gain knowledge about students with reading disabilities, including dyslexia.
3. Understand how ELL students can utilize Greek/Latin bases to help learn English.
4. Administer the IMSE assessments and understand the components to writing an assessment report.
5. Identify common spelling errors and understand how to intervene with students appropriately.
6. Implement Structured Literacy™ strategies for spelling, vocabulary, Greek and Latin morphemes, and affixes.
7. Adapt and differentiate instruction based on assessment and student need.
8. Demonstrate knowledge of syllabication patterns and types for encoding/decoding.
9. Apply multi-sensory strategies to teach irregular words.
10. Create structured weekly lesson plans.

INTERMEDIATE COURSE CALENDAR: (KPS stands for IDA's Knowledge and Practice Standard)

The Intermediate Course is one week (5-days)

Course	Week	Day	Topic	KPS-Aligned Accountable Reading
Intermediate (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). *IMSE's Intermediate Training Manual*. Southfield, MI: IMSE. Jeup, J. (2019). *Encoding/Decoding Teacher's Manual*. Southfield, MI: IMSE. Henry, Marcia K. (2010). *Unlocking Literacy: Effective Decoding and Spelling Instruction (2nd Printing)*. Baltimore, MD: Paul H. Brookes Publishing Co. Diamond, Linda & Gutlohn, Linda. (2006). *Vocabulary Handbook*. Baltimore, MD: Brookes Publishing; Berkeley, CA: CORE.
		2	Teaching a New Concept with Word and Sentence Dictation, Handwriting, Red Words, Spelling Rules	
		3	Assessment, Syllabication, Syllable Types and Patterns, Spelling Rules Continued, History of the English Language	
		4	Assessing Morphology; Affixes; Characteristics of Anglo-Saxon, Latin, Greek; Teaching Students Morphemes; Morpheme Lesson Plans	
		5	Vocabulary; Fluency; Comprehension; Written Expression; How Phonological Awareness Play a Role with Older Students	

INTERMEDIATE 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	ASSIGNMENT	KPS ALIGNMENT	% FINAL GRADE
1	• Read *IMSE's Intermediate Training Manual* pgs. 1-65; • Read *Unlocking Literacy* Chapter 1; • Complete Day 1 Learning Outcome*	1.1-1.9 2.1-2.5 4A.1-4A.3 5.1-5.10	20%
2	• Read *IMSE's Intermediate Training Manual* pgs. 66-83; • Read *Unlocking Literacy* Chapter 2; • Complete Day 2 Learning Outcome*	4A.1-4A.3 4C.1-4C.8	20%
3	• Read *IMSE's Intermediate Training Manual* pgs. 85-106; • Read *IMSE's Encoding/Decoding Teacher's Manual* pgs. 1-8; • 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	• Read *IMSE's Intermediate Training Manual* pgs. 107-143; • Read *Vocabulary Handbook* pgs.; • Complete Day 4 Learning Outcome*	4A-G	20%
5	• Intermediate Training Manual pgs. 145-191 • Complete Day 5 Learning Outcome*	4A-G	20%

* Description of Daily Learning Outcomes:

Day 1: Participants will:
- Write down 2-3 interesting facts or new facts learned from reading Chapter 1 in *Unlocking Literacy*.
- Count the number of speech sounds in 9 words.
- Count the number of syllables in 9 words.
- Match phonemes in 5 words.
- Practice the Three-Part Drill and Vowel Intensive using phoneme/graphemes.

Day 2: Participants will:
- Write 2-3 interesting facts or new facts learned from reading Chapter 2 in *Unlocking Literacy*.
- Identify the number of "sounds" (phonemic awareness) per syllable and also how many "fingertaps"(phonics).
- Provide sound lines, syllable lines, or word lines with visual cues for five words listed..
- Practice the Red Word method.

Day 3: Participants will:
- Analyze and apply basic spelling rules of the English Language.
- Utilize the Assessment Data Analysis to determine starting points for instruction.
- Encode and decode multisyllabic words encompassing all Syllable Patterns and Types.
- Create a lesson plan that incorporates the Three-Part Drill, Teaching a New Concept, Red Words, and Decoding.
- Research how history plays a role in learning the English language.

Day 4: Participants will:
- Present with a group on how history plays a role in learning the English language.
- List the differences between Anglo-Saxon, Greek, and Latin bases.
- List the origin and meaning of 10 words according to their morphemic structure.
- Explain how morphemes could be implemented with young students.
- Implement a Three-Part Drill with morphemes.

- Demonstrate how to use word sums and word matrices to analyze words.
- Identify ways to incorporate morphology into present curriculum

Day 5: Participants will:
- Explain how an Interactive Notebook can be used by students to master Greek and Latin bases.
- Describe and share a strategy from the *Vocabulary Handbook.*
- List the differences between homonyms, homographs, and homophones.
- Identify and discuss research-based assessments for vocabulary.
- Identify Beck's Vocabulary Tiers.

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.