

# THE ESSENTIAL NEED FOR ORTON- GILLINGHAM BASED READING INSTRUCTION

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*“So please, oh please, we beg, we pray. Go throw your TV set away. And in its place you can install. A lovely bookshelf on the wall.”*

*Roald Dahl*

# WHO WAS DR. SAMUEL ORTON? (1879-1948)



1. A neuropsychiatrist and pathologist who worked with stroke victims in Iowa.
2. Revolutionized thought on reading failure and language based processing difficulties while working with stroke patients that had lost the ability to read.
3. Hypothesized that students with reading difficulties were not due to brain damage. Cont.

# ORTON CONT.



4. Maintained disabilities and disorders were neurological and environmental.

5. Influenced by kinesthetic method described by Grace Fernald and Helen Keller.

6. Using neuroscientific information and best practices in remediation techniques, he formulated a set of teaching principles and practices.

Dunson, W. *What is the Orton-Gillingham Approach?* Retrieved from

<http://www.specialeducationadvisor.com/what-is-orton-gillingham-approach/>

The Orton-Gillingham Approach in Practice. Retrieved from

<http://archive.excellencegateway.org.uk/article.aspx?o=126837>

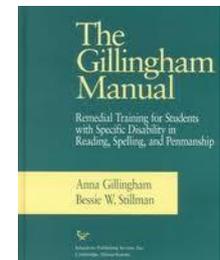
# WHO WAS ANNA GILLINGHAM? 1878-1963

Remedial teacher, administrator, psychologist, teacher trainer

- Worked with Dr. Orton at the Neurological Institute, Columbia-Presbyterian Medical Center, NY.
- Combined Orton's teaching philosophy/methodology with structure of English/American Language. (Excellence Gateway).
- Devised methods of teaching based on formulated principles of Dr. Orton.
- Wrote: Orton-Gillingham Manual: *Remedial Training for Children with Specific Disability in Reading, Spelling, and Handwriting.*

Duchan, J. Retrieved from <http://www.acsubuffalo.edu/~duchan/indew.html>

[records.ancestry.com](http://records.ancestry.com)



# NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS 1998

- 2 million children receive special education for reading.
- NAEP 1998 survey shows: 69% of fourth graders and 67% of eighth graders reading below proficient.
- 38% have not achieved even basic or rudimentary reading.

Difficulty for school systems is that there is no natural joint to separate good and poor readers. Education categorical view assigns cut off points.

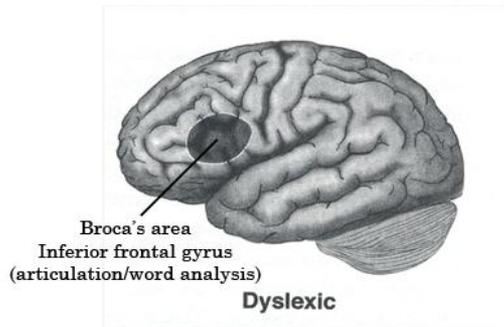
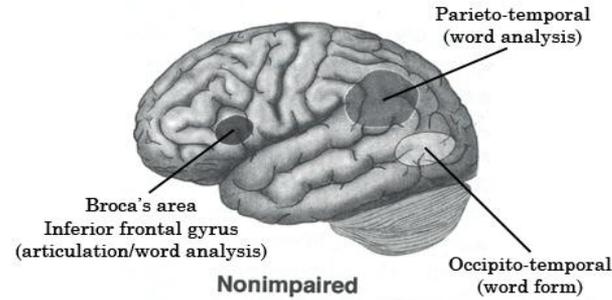
- Cut off points are arbitrary.
- Dyslexia also has no natural joint therefore artificial cutoff.
- Children that do not make the cut still require and benefit from special help.

Shaywitz, S. (2005), *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York, NY: Vintage .

# NORMAL AND DYSLEXIC BRAIN WHILE READING

IMAGE COURTESY OF READING HORIZONS

Shaywitz, S.. (2005). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York, NY.: Vintage.



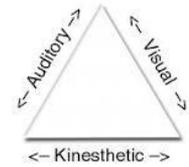
# ORTON-GILLINGHAM APPROACH

Based on scientific research, Orton-Gillingham's structure and consistency in presentation supports language process development for all students because it is:

- Multisensory
- Structured/Explicit
- Sequential
- Cumulative
- Cognitive
- Flexible
- Diagnostically sound

Orton-Gillingham of MN. What is Orton-Gillingham? Retrieved from <http://www.ortongillingham-mn.org/index.php?page=whatisOG>

# MULTISENSORY PATHWAYS

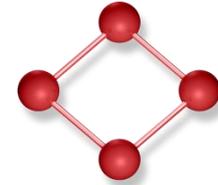


- Oral language is thought to be innate and naturally achieved quickly and without formal teaching. Acquired through interaction.
- Written representation of sound, the alphabetic code, is man made and not naturally acquired as oral language.
- Must be taught carefully from sound to corresponding symbol (letter) and mastered with automaticity.
- Activation of the three neural pathways shown by research to assist students to make the connection between the two. They are activated simultaneously by:
  - Visual processing: visual imagery and recognition. Ex: alphabet frieze, printed letters, diagrams showing proper formation of letters
  - Auditory processing: Impulses of sound in the brain after received by ear. Ex: proper pronunciation of sound by teacher and repeated by students, singing, rhyming, repetition of sounds through regular practice
  - Tactile-kinesthetic: Fine motor/gross motor. Motor memory is powerful! Motion of body and speech organs important. Ex: Sky writing letters, tracing, drawing letters in sand, textured letters, three dimensional letter manipulation and arranging,, letter tiles, paper/pencil writing

Birner, B. (2012) Language Acquisition. Retrieved from [www.lsadc.org/info/ling-faqs-lang\\_acq.cfm](http://www.lsadc.org/info/ling-faqs-lang_acq.cfm)

Multisensory Teaching. Retrieved from <http://www.interdys.org>

# STRUCTURED



- Use of consistent lesson structure. Explicit, phonics moves from smallest part to whole word. Explicit phonics gives students ability to read 30,000 words at the end of third grade.

VS.

- Implicit phonics goes from whole word to smallest part. Used in phonics embedded curriculum. Whole language. 900 words mastered by third grade.
- Reading and spelling taught simultaneously starting with simplest to complex skill.
- Direct instruction with student application and transfer before moving on to next skill.
- Each phoneme (sounds) grapheme (letters) relationship taught directly with reading as mutually supported. Controlled reading and writing dependent on skills taught.
- Lessons based on nature and acquisition of oral language, the language-learning process, and connection to the print presentation of oral language.

Hiskes, D. (1998). Explicit or Implicit Phonics: "Therein Lies the Rub." Retrieved from [http://www.nrrf.org/essay\\_Explicitor\\_Implicit\\_Phonics.html](http://www.nrrf.org/essay_Explicitor_Implicit_Phonics.html)

# SEQUENTIAL AND SYSTEMATIC



- Directly taught, sequential, systematic giving students a set of skills.
- Orderly including:
  - phonemic awareness
  - letter recognition
  - concepts of print
  - phonics (sound to symbol relationship)
  - word reading and spelling
  - syllable fluency skills
  - vocabulary
  - resulting comprehension.

## **CUMULATIVE**

**New skills tied to all previously taught skills, spiraling forward and used throughout entire sequence of lessons.**

## **COGNITIVE**

**Taught a system of rules and generalizations for decoding and encoding entire language structure.**

## **FLEXIBLE**

**Can be individually, small groups, whole class and all ages from preschool to adult.**

## **SIMPLE, CLEAR, CONCISE**

**Language based founded on 44 sounds of speech, 7 syllables, 5 word patterns. (Varies by program.)**

**What Is Orton-Gillingham? Retrieved from <http://www.orton-gillingham-mn.org>**



***“There is more treasure in books than in all pirates loot on Treasure island.***

***Walt Disney***

# ORTON TEACHING SEQUENCE MEETS NATIONAL READING PANELS ESSENTIAL COMPONENTS (FIVE PILLARS)

1. Phonemic Awareness
2. Alphabetic Code (phonics )
3. Fluency
4. Vocabulary
5. Comprehension



National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summary of decades of scientific research suggests this sequence to teach reading.

No Child Left Behind Act and Reading First initiative incorporated as essential components to reading acquisition.

# DIRECT INSTRUCTION DESIGN



1. Learning objective: Sequential, appropriate level of difficulty and complexity
2. Anticipatory set: Motivate by focusing on task, its importance, and prior knowledge
3. Lesson objective: Stated orally
4. Input: Identify and teach main concepts and skills clear explanations with diagrams or examples with interactive student participation

# DIRECT INSTRUCTION CONT.



5. Check for understanding: observe, interpret, formulate evaluations, feedback, adjust instruction or reteach if necessary

6. Provide guided practice: students answer questions, discuss with each other, demonstrate skills

7. Independent practice: Assign practice to solidify and demonstrate understanding,

Madeline Hunter's ITIP Model for Direct Instruction Retrieved from

[www.hope.edu/academic/education/Wessman/2block/.../hunter2.htm](http://www.hope.edu/academic/education/Wessman/2block/.../hunter2.htm)



***“So it is with children who learn to read fluently and well.  
They begin to take flight into whole new worlds as  
effortlessly as young birds take to the sky.”***

***William James***

# ORTON-GILLINGHAM BASED DIRECT SYSTEMATIC PHONICS METHODOLOGY ENDORSED BY SCIENTIFIC RESEARCHED CRITERIA

*From the National Reading Panel's Teaching Children to Read: An Evidence-Based Assessment of Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000:*

## MYTHS

- 1. All reading programs are not equally effective.*
- 2. Emphasizing phonics does NOT produce word readers.*



## **NPR FACTS SUPPORTING ORTON-GILLINGHAM DIRECT SYSTEMATIC PHONICS INSTRUCTION CONT.**

- 1. Meta-analysis indicates systematic phonics instruction enhances children's success in reading more than a program with little or no phonics. (NRP Summary)**
  - 2. Produces success and benefits students K-6 and students and adults struggling with reading.**
  - 3. Systematic synthetic phonics instruction has positive and significant effects on learning disabled readers', improving low socioeconomic status (SES) children's alphabetic knowledge and word reading skills than instruction less focused on reading skills.**
  - 4. Solid support that direct systematic phonics contributes far more in student reading growth than programs without phonics or system.**
  - 5. Systematic phonics successful one-on-one, small groups or entire class. (NRP)**
  - 6. Systematic phonics far more effective than non-phonetic instruction in preventing reading problems in at risk students and for remediating disabled readers.**
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## **NPR FACTS SUPPORTING ORTON-GILLINGHAM DIRECT SYSTEMATIC PHONICS BASED PROGRAMS CONT.**

- 7. Growth in word-reading skills enhanced by systematic phonics in kindergarten and 1<sup>st</sup> grade as well as for older struggling readers than non-phonics instruction.**
- 8. Comprehension enhanced as well when systematic phonics is used in instruction for younger students and reading disabled students.**
- 9. The NRP found all the presented findings through a comprehensive , formal, evidence-based analysis of the research literature. It met accepted scientifically valid methodological standards.**
- 10. Evidence-based facts clearly show that direct systematic phonics programs provide the most effective method of providing an accurate foundation of phonological decoding for higher level reading skills.**

National Reading Panel Summary Report, April 2000



# WHO BENEFITS FROM THE ORTON-GILLINGHAM METHODOLOGY?

All students. The design of the program reaches all students due to what research supports as the key reading elements ;multisensory methods (VAKT), structured, sequential, cumulative, cognitive, flexible, and diagnostic-prescriptive approach. General education phonics are usually implicit lacking rarely address the contextually governed nature of English. It is a powerful intervention for children and adults with delayed or non-existent reading skills due to language based processing disorders or disabilities such as dyslexia.

Children from environments where:

1. Parents/guardians do not read to them.
2. Do not show awareness of sounds in reading
3. How they are cared for by their parents

Barrie-Blakely, S. (2011). Getting Started With O-G Approach . Retrieved from <http://support.lexercise.com/entries/20103673>



# WHO BENEFITS FROM ORTON CONT.



Children from environments that are:

4. Impoverished.

5. Poor or inadequate nutrition.

6. Do not learn letter or number names, nor are they introduced at a young age to concepts of print and literacy activities.

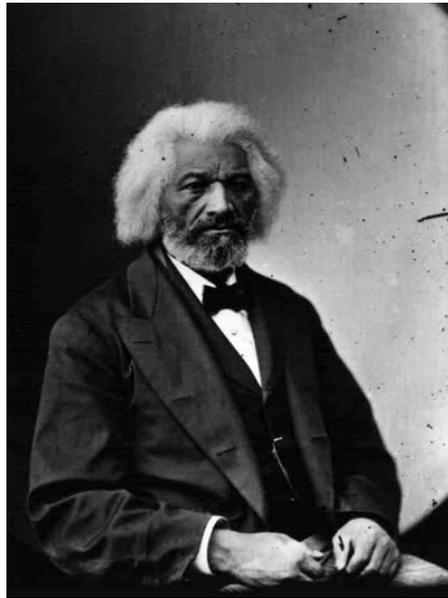
7. The school where he or she receive reading instruction is a key part of how reading skills grow over time.

8. Do not receive reading instruction recommended by research.

Children that speak late, do not rhyme well or at all, lacking word recognition, poor spellers.

Environment Plays a Key Role in Developing Reading Skills. (2010) Retrieved from <http://www.sciencedaily.com/releases/2010/>

***“Once you learn to read, you will be forever free.”***



***Frederick Douglass***

**QUESTIONS?**

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