



Literacy through Orton- Gillingham for Improved Competency

What It Is and Why It Works

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ONE L PUBLISHING

BRINGING ORTON-GILLINGHAM
TO **EVERY** CHILD



One L Philosophy

- *All students can learn to read with systematic, explicit, reading instruction.*



One L Mission

- To bring LOGIC, an explicit and systematic Orton-Gillingham program, to learners in all academic settings to ensure academic, social and future economic success.



What is LOGIC?

- LOGIC is Orton-Gillingham designed for both whole group instruction in the regular education classroom and in small group settings
 - Completed Orton-Gillingham lesson plans with a scope and sequence
 - Purely decodable text written to focus on new skill for each lesson
 - Benchmark assessments



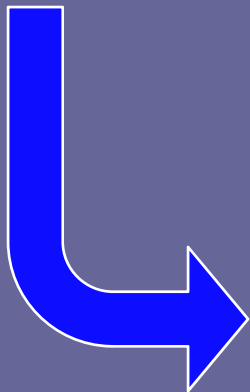
Preventative, Proactive

- *Applied science*
 - The brain is not wired to read.
 - We can watch the brain at work.
- *Findings in Action*
 - We know what fixes the problem.
 - Multi-sensory instruction



Why Whole Group?

- All students should have access to the best reading instruction
- Appropriate instruction can decrease the number of students identified with learning disabilities



Orton-Gillingham is effective instruction



The LOGIC Lesson Plan

- Completed, 7-part lesson plans follow a scope and sequence for teacher friendly implementation
 - No need for multiple word list sources
 - Less time commitment for lesson planning and writing



Scope and Sequence

- Phase One scope and sequence was developed based on kindergarten teacher interviews
 - What skills are taught in the current curriculum?
 - What are K students **expected** to read (even if they weren't necessarily skills that they were taught)?



Lesson Plan

Multi-Sensory Lesson Plan

Review and Practice

Visual Drill
Auditory Drill
Read Words
Dictated Spelling Words
Dictated Sentences

New Material

New Lesson
Read Words
Spelling Words

Read Aloud

100% Decodable Text

- Cumulative practice
- Cyclical
 - 12 repetitions of skills
- Multi-Sensory (VAK)

Visual

Auditory

Kinesthetic (Motor)

- SOS spelling
 - “Accurate and clear enunciation translates into how words should be spelled”
- finger spelling



Multi-Sensory Instruction at Varying Levels of Difficulty



- Visual - see symbols in isolation, read words in a list, read words in sentences, read words in paragraphs



- Auditory - hear the sounds in isolation, in words in isolation and in words in sentences



- Say it - repeat the sounds in isolation, segmented in words

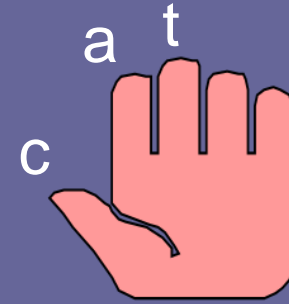


- Kinesthetic - write it in isolation, in words and sentences



- Cognitive - stating the rules in isolation; applying them to words

Finger Spelling



- Kinesthetic strategy that engages the motor memory
- Mapping sounds and symbols on the fingers
- Aids with spelling and decoding
- Thumbs up!



SOS

Simultaneous Oral Spelling

Teacher: "Watch my mouth."

Teacher: "Repeat after me.
(says the word) _____."

Students repeat the word

Teacher: "Let's fingerspell. Thumbs up!"

Teacher and students sound out the word, mapping
one letter or blend onto each finger.

Blend the word and say it quickly

Students will write the word.





The LOGIC Lesson Plan

- Systematic **sight word** instruction
 - New sight word is introduced
 - Students practice reading the word for 5 lessons
 - Then, spelling the word is practiced for 5 lessons



The LOGIC Lesson Plan

- Purely **decodable text** written for each lesson
 - Only skills that have been explicitly taught are in the words in the story
 - Only sight words that have been introduced and practiced are in the story



Why LOGIC works...

- No presumption that

exposure to text = ability to read

- All skills necessary to read and spell are **taught** deliberately
 - 40% of students are unable to make the connections needed to read by being exposed to print



Why LOGIC works...

- Explicit and Systematic
 - Everything the student needs to know is broken down into its smallest pieces
 - Practiced and applied at every level of reading and spelling
 - Phonology - sounds and symbols
 - Morphology - meaning of word parts and word origins
 - Grammar – syntax and semantics



Grammar

- Writing, reading and spelling are interconnected
- Teachers and students need to have a language to communicate about their writing



Why LOGIC works...

- Organized in a **LOGIC**al sequence of skills
 - Easiest to most difficult
 - Skills scaffold upon one another
 - Content spirals

Why LOGIC works...

- Distributed practice rather than massed practice
 - Continual practice on same skills
 - Spiraling content
- Information presented so that it is
 - Organized in the brain
 - Can be easily retrieved
 - New information connected to old





LOGIC is Cognitive

- The English language is complex, but more regular than most people think.
- Rules of spelling and syllabication help us to problem solve.
- Corrective feedback gives students a script of how to think about reading and spelling.

Teacher Led Instruction

- **Immediate Corrective Feedback**
 - Teachers are instructed in questioning techniques
 - Students are required to interact cognitively with the teacher and the content





Error Types

- Auditory
- Rule
- Orthographic

Error Analysis

- kite
- truck
- back
- soup
- maid
- catch
- cite
- chruck
- bak
- soop
- made
- ketch



Authentic Spelling in the Classroom

- Rather than memorizing a list of words and relying on short term visual memory (rote memory), the students:
 - Connect sounds to symbols
 - Apply the rules of spelling
- Saves the right side of the brain for irregular sight words

How Words Cast Their Spell: Spelling is an Integral Part of Learning the Language, Not a Matter of Memorization by Joshi, Treiman, Carrecker and Moats; American Educator



LOGIC Implementation as Core Intervention

A STAGGERED IMPLEMENTATION
IS MOST EFFECTIVE



Implementation - Year 1

Phase 1

- Who is trained?
 - K-3 regular education teachers
 - Special education teachers
 - Reading/Title I teachers
 - Speech pathologists
 - Paraprofessionals



Prepared to Teach

- All K-3 teach Phase 1 the first year *because...*
 - Teachers are most effective when they **know** the content that proceeds their content
 - Know what to expect of their students
 - Better able to provide corrective feedback



Phase 1 in 2nd and 3rd Grade?

- Most content is new to 2nd and 3rd graders *and* their teachers
 - Digraphs, syllable types, suffixes, voiced consonants, geminate rule, etc.
- Builds a strong reading foundation
- Fills in the “holes”



Implementation - Year 2

Phase 1

- Kindergarten teaches Phase 1 again
- New staff is trained

Phase 2

- Grade 1-3 are trained in and teach Phase 2



Implementation - Year 3

Phase 1

- Third year for Kindergarten
- New staff is trained in Phase 1

Phase 2

- Grade 1 teaches Phase 2 again
- New staff is trained in Phase 1 & 2

Phase 3

- Grade 2-3 trained in and teach Phase 3
- New staff is trained in Phase 1, 2 & 3



Implementation - Year 4

Phase 1

- Year 4 for K

Phase 2

- Year 3 for Grade 1

Phase 3

- Year 2 for Grade 2

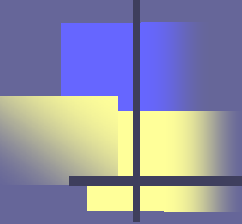
Phase 4

- Grade 3 staff is trained
- Year 1 for Grade 3



LOGIC as Tier 2 Intervention

- Instruction more intensive but not individualized
 - 3 days per week
 - Focus on fluency, vocabulary, rules, comprehension
 - More opportunities to respond/practice
 - More oral reading practice
 - More targeted corrective feedback



LOGIC as Tier 3 Intervention

Special Education

- Same corpus of knowledge with
 - Increased **Intensity**
 - Smaller group size
 - Increased **Duration**
 - More repetitions over a longer period of time
 - Increased **Frequency**
 - 5 days a week
 - **Individualized Instruction**



Individual Assessment

- Each Phase has a Visual Assessment
 - identify grapheme/phoneme matches students cannot recall in isolation
 - Results enable teacher to capitalize on what the students already know
 - Focus instruction on and provide practice with unknown skills



Most useful for students Grade 2 and higher



Using Instructional Time Wisely

After students are assessed individually:

- Teachers can target the lesson plans with skills that less than 90% of the students have not yet mastered



BUT,

- The skills practice embedded in the lessons between is **crucial**
 - Targeted skills should be practiced until the students are independent
 - More than 12 days of practice may be required.
 - Sight word practice may need to be longer than 5 days



Kindergarten Implementation

- “The best and fastest way to teach decoding is through persistent, explicit instruction, starting no later than Kindergarten.” - E.D. Hirsch

Kindergarten June Oral Reading Fluency Passage

There is a lot we can do to have fun for free. We can play leap frog, tag and hop scotch. We can skim rocks on the pond. We can play ball. We can play catch. We can sing. We can play dress up. We can play with clay. Boys can play with their trucks. We can play cards if it rains. We can play in the sand box. We can play at the park.

Kindergarten Results

Year	# words	% correct	wcpm
2004	100	81	*
2005	75	95	33
2006	75	92	30
2007	75	91	32
2008	75	91	29

5 schools
11 teachers
1,000 students

Report of the National Early Literacy Panel (NELP) 2002

- **Most effective instruction approach was:
Code-focused interventions**
 - Interventions designed to teach children skills related to cracking the alphabetic code
 - statistically significant
 - moderate to large effects
 - consistently demonstrated positive effects directly on children's conventional literacy skills

First Grade June

Oral Reading Fluency Passage

Frank and Danny went for a walk one sunny morning. It was shortly after dawn when Danny went to get his best buddy in the world. As they walked to the creek, the boys saw a doe and her fawn eating the wet grass. At the creek they threw pebbles out in the middle of the water. Then Frank saw a turtle. He reached down to grab it. Frank took a tumble over the creek bank. He got wet up to his ankles. The turtle was gone, but Frank did not care. Danny and his buddy quickly headed for home.

Third Grade June Passage

210 words, 8.4 readability

In my opinion, television is an amazing invention. If you have a *dish* or subscribe to a cable company, you can experience almost anything. You can watch the World Series, the Super Bowl or speedsters racing in NASCAR. It is just like being there, or maybe even better! You can visit some awesome places like the Grand Canyon or Niagara Falls. You can watch antelope run in Africa at fifty miles per hour. You can take a science class with Mr. Wizard, or attend the Phantom of the Opera. (continued)

On some television stations, you don't even have to watch commercials during the programs. Even though there are limitless experiences on television, sooner or later you will fall into boredom. There is nothing quite like being part of an experience, not just watching someone else. It is a great feeling to make your own marmalade or start your own business by having a lemonade stand. You can listen to someone talk about fossils or go outside and dig one up yourself and visualize the animal that created it. You can listen to someone singing or playing in a concert, but just imagine being in it yourself. Television is a good resource, but your own participation in activities is even better yet!

Third Grade

Year	Words	Readability	wcpm	Accuracy
2007	210	8.4	93	96%
2008	210	8.4	92	96%

- Expository text about television
- Average scores are stable between teachers

LOGIC Pilot

Girard School District

Elk Valley Elementary

- Phase 1 introduced with first grade students in 2008-2009 school year
- Cohort group stayed together and began Phase 2 during 2008-2009 school year, second grade
- Teacher looped to second grade

Action Based Research

Elk Valley Elementary Pilot Cohort - Grade 2

	Fall DRA score	Winter DRA After 33 Lessons	# Levels increased
■ Title 1			
■ Student A	10	20	5
■ Student B	14	20	5
■ Student C	12	20	5
■ Student D	10	18	4
■ Student E	4 (kdg)	12	4
■ Learning Support			
■ Student F	10	18	4
■ Student G	10	16	3

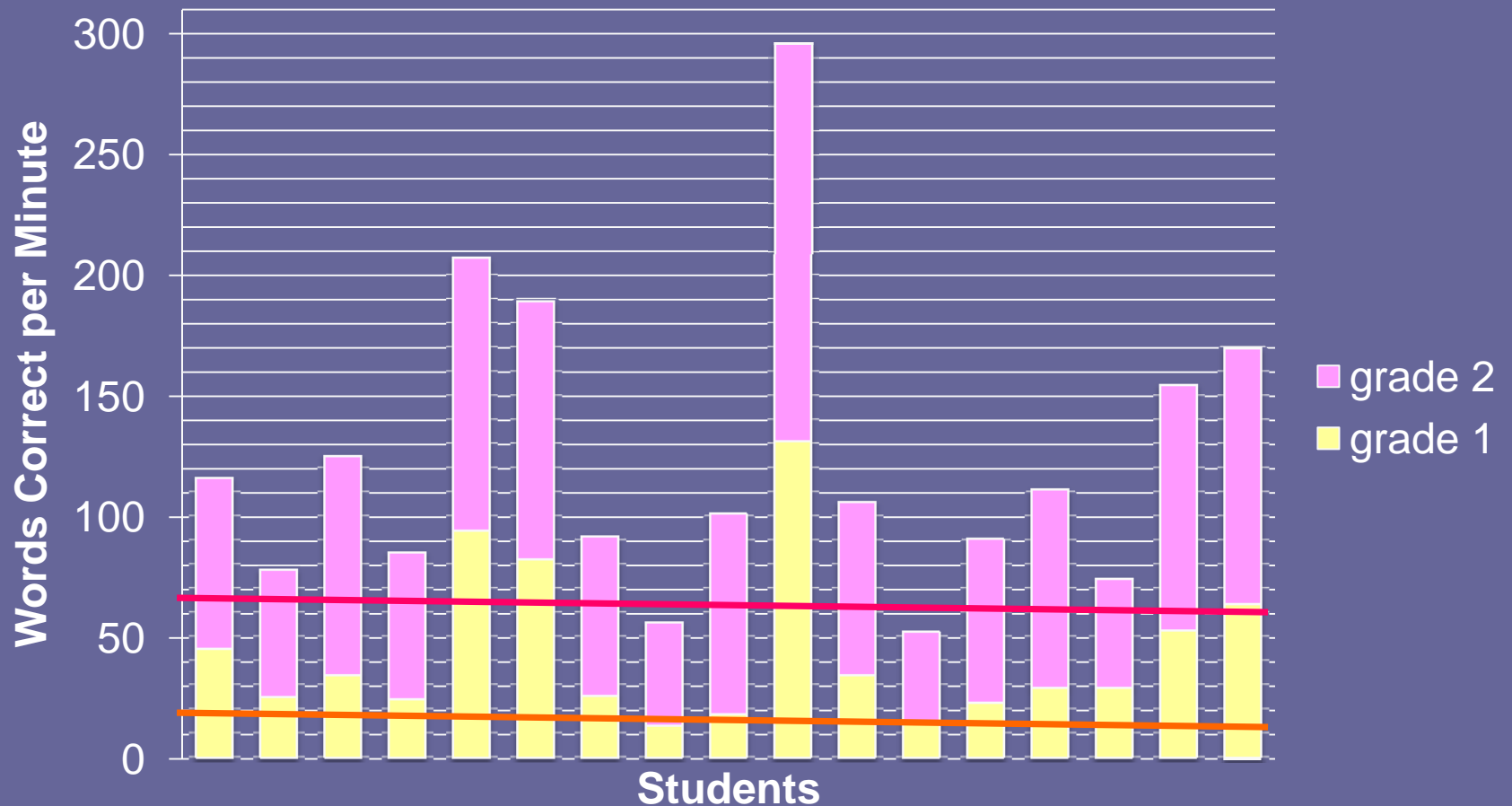
* Denotes *below* grade level

Winter DIBELS Oral Reading Fluency

Elk Valley Elementary LOGIC Pilot

Continuously Enrolled Cohort

Girard School District

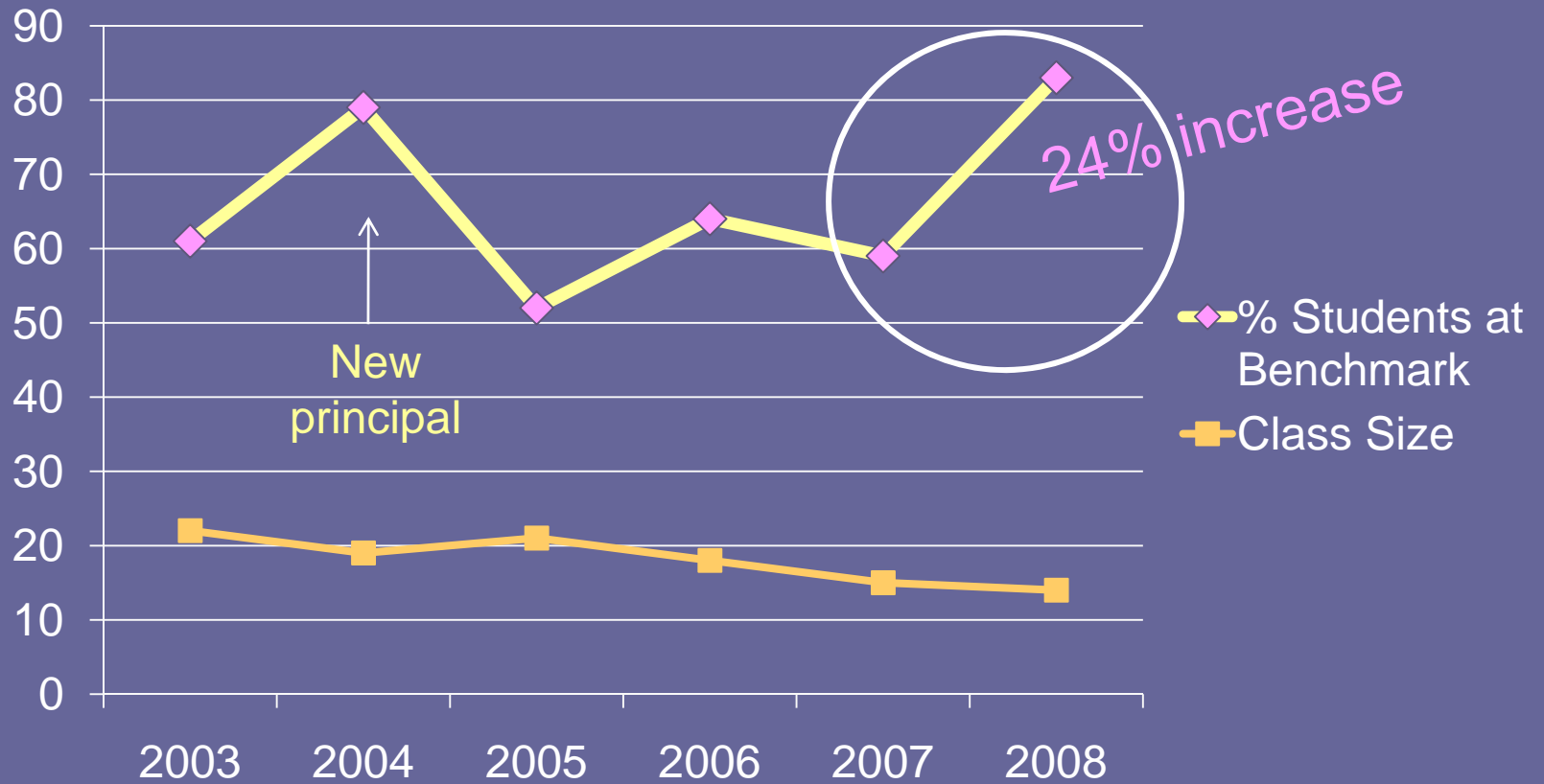




LOGIC Pilot Results

- Reading and spelling skills are generalized to content areas
- Students write with more confidence
- Writing contains fewer errors
- Weaknesses are more easily identified and remediated

Winter DIBELS Benchmark Composite Score Elk Valley Elementary Kindergarten





What they're saying...

“Initially, I viewed LOGIC as an instructional tool to close the achievement gap. Now that we are in our second year of implementation, I am confident that LOGIC is the key to accelerating learning for all of our students.”

-Donna Miller, Director of Curriculum,
Instruction and Assessment, Girard School District



and..

“I have a new found excitement and love-of-teaching using LOGIC. I have never seen such dramatic results from a reading program. It has afforded me the opportunity to reflect in how I can best service students and their needs. The students look forward to each new lesson we learn!”

-Nicole Drayer, second grade teacher, Elk Valley Elementary School, Girard School District



and..

“What a privilege it was to come into your classroom and experience the thrill of seeing children learning with such enthusiasm!”

-Girard School Board member



For more information about LOGIC
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