

IMSE Comprehensive Orton-Gillingham Training (30-hour)

Course Description

The IMSE 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 awareness 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.

Materials Provided By IMSE

- *IMSE Comprehensive Training Manual*
- *IMSE Assessment Manual*
- *Recipe for Reading*
- *Interventions for All: Phonological Awareness*
- *IMSE Comprehensive Syllable Division Word Book*
- Syllable Division Cards
- IMSE Phoneme/Grapheme Card Pack
- Blending Board
- IMSE Decodable Readers Set 1: Digital Copy
- Access to IMSE's Interactive OG for 1 year

Course Requirements

Class participation and attendance: Teachers will sign in each morning and be required to attend all 30 hours. Teachers will observe lessons as well as create and practice their own.

Assignments: There will be four out-of-class assignments, which will consist of Daily Learning Outcomes. The questions will require teachers to respond to material covered during the day from the training as well as additional reading. For the final lesson, teachers will prepare and implement a lesson incorporating all of the components from the 30-Hour Comprehensive Training as well as complete an in-class Final Learning Outcome.

Learning Objectives

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.
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 non-phonetic sight words.
10. Create structured weekly lesson plans.

Assignments: Learning Outcomes

(4 hours of additional work outside of class time)

Day 1

Participants will:

- Select a Tier 1 activity and explain how to modify it as a Tier 3 activity in the *Phonological Awareness* book.
- 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.
- List 5 words that would not be applicable to use on the blending board if you only learned c-qu.

Day 2

Participants will:

- Provide sound lines and visual cues for 4 words.
- Create word lines and visual cues for two sentences for sentence dictation.
- Describe the difference between "Green Words" and "Red Words" (phonetic and non-phonetic).
- Differentiate the three-part drill as well as dictation of words and sentences to meet the needs of all learners.

Day 3

Participants will:

- Design three creative ways to teach or review your red word.
- Identify how the assessment results will help determine an appropriate starting point.
- Decode 2 multi-syllabic 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.

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 7 words.



- State 2 ways students can review vocabulary words.
- List the 4 components to Reciprocal Teaching.
- Identify strategies for improving fluency.

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 multi-syllabic words encompassing all Syllable Patterns and Types.
- Define and provide examples of all 7 Syllable Types.

Interactive OG

A one-year subscription for each participant is included.

Interactive OG is IMSE’s online lesson planning and assessment application.

IMSE interactive lesson planning and assessment tool allows teachers to plan their own lessons, access a resource of master lessons, assess their students as individuals, groups, or whole class, and store it all in one easy-to-use program.

- Complete compatibility with any mobile device
- Updated technology and increased speed
- A new, clean and easy-to-navigate design
- Enhanced support for lesson planning and assessment management