

Associate Level Coursework for AOGPE

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Course Description

Associate level coursework includes teaching vocabulary, Latin, and more advanced concepts. This class will enable the student to directly and explicitly teach students how to read and spell simultaneously using Latin prefixes, roots, and suffixes. It also will refine students' writing skills of sentences, paragraphs, and essays. Students will also learn to read and interpret a neuropsychological profile. This course is designed for general and special education teachers and those seeking to add to their private practice. Specifically, this level of instruction is designed to allow a student to work one-on-one with a student who has Dyslexia. Readings/ assignments will require the student to reflect upon what they have learned.

As a student progresses through the course, they will be expected to teach the concepts learned in class. A gradual release model will be used whereby the instructor will demonstrate how to teach concepts, show video of concepts being taught, and then, the student will practice teaching the concept to another student in class.

Required Texts for practicum which will be provided by the Instructor:

The International Dyslexia Association. (2014). IDA Dyslexia Handbook: What Every Family Should Know.

The International Dyslexia Association. (2008). IDA Fact Sheet: Attention-Deficit Hyperactivity Disorder (AD/HD) and Dyslexia.

The International Dyslexia Association. (2015). IDA Fact Sheet: Dyslexia and the Brain.

The International Dyslexia Association. (2013). Dyslexia in the Classroom: What Every Teacher Needs to Know.

Academy of Orton-Gillingham Practitioners and Educators. (2016). Academy of Orton-Gillingham Practitioners and Educators: Overview. Amenia, NY: Author.

McClelland, J. (1989). Gillingham: Contemporary After 76 Years. *Annals of Dyslexia*, 39, 34-49.

Sheffield, B. (1991). The Structured Flexibility of Orton-Gillingham. *Annals of Dyslexia*, 41, 41-53.

Cain, K. (2009, Spring). Making Sense of Text: Skills That Support Text Comprehension and Its Development. *Perspectives on Language and Literacy*, 11-14.

Chall, J. (1983). *Chall's Stages of Reading Development*.

Hook, P. E., & Jones, S. D. (2004, Spring). The Importance of Automaticity and Fluency for Efficient Reading Comprehension. *Perspectives on Language and Literacy*

Associate Level Coursework for AOGPE

Put Reading First: The Research Building Blocks for Teaching Children to Read (3rd ed.). (2006). National Institute for Literacy, the Partnership for Reading. LINCS: Literacy Information and Communication System.

Berninger, V. W. (2012, May-June). Strengthening the Mind's Eye The Case for Continued Handwriting Instruction in the 21st Century. Principal. Reprinted with permission. Copyright 2012 National Association of Elementary School Principals. All rights reserved.

King, D. H. (2015, April-May). Why Bother with Cursive? The Examiner.

The International Dyslexia Association. (2012). IDA Fact Sheet: Understanding Dysgraphia

The International Dyslexia Association. (2016). IDA Fact Sheet: Dyslexia Assessment: What It Is and How It Can Help.

The International Dyslexia Association. (2009). IDA Fact Sheet: Testing and Evaluation.

Moats, L. (2005-2005, Winter). How Spelling Supports Reading. American Educator, 12-22 & 42-43.

Students will read and summarize all of the documents listed above, which will be provided by the instructor. Students should write two paragraphs per document. The first paragraph should be a summary of the article choosing the most poignant sections of the chapter to summarize. The second paragraph should be a reflection on what were the most interesting points of the chapter, would be the most beneficial to use in their setting, and one thing learned from this document.

Course Objectives:

Vocabulary Development:

- Students will learn statistics and facts about vocabulary and how it aids or interferes with comprehension.
- Students will learn various ways vocabulary is learned via text.
- Students will participate in an activity rating knowledge of their vocabulary using a list of provided words.
- Students will discuss and participate in an activity using the dictionary to learn new vocabulary.
- Students will learn to create a robust vocabulary by participating in the following activities:
 - Word Associations
 - Discussion Activity
 - Applause! Applause
 - Sentence Completion
 - Questioning
 - Word Riddles vs. Listing
 - Children's Definitions
 - Making Choices
 - More Choices

Associate Level Coursework for AOGPE

- Decisions
- Expanding Upon a Word
- Yes or No?
- Example/Non-Example
- Teacher Displays
- Writing Activities
- Synonym Approach and its' limits
- Assessments
- Students will learn about breaking the lexical bar in a language and its requirements.
- Results of Building a Robust Vocabulary
 - English language learners
 - The teaching of Latin derived words in English
- Students will play a round of "Have You Ever? Game and participate in how to create connections and introduce vocabulary when introducing a new concept in a content area.

- Students will view a variety of workbooks to discuss their pros and cons for set-up and what the child's objective is for completing the activity.

- Students will learn how to introduce a new spelling word and make connections.
- Students will learn to use the Buckingham Ayres Spelling List.

- Students will compare and contrast Orton-Gillingham programs vs. Orton-Gillingham Approach
 - Wilson Reading
 - Slingerland
 - PAF- Preventing Academy Failure

Students will learn why teaching touch typing is important to do in a multi-sensory manner.

The Latin Layer:

- Students will learn which languages contributed most to the English language.
- Students will learn the construct of a Latin word including prefix, root, and suffix.
- Students will learn to compare for reading and spelling -tion, -sion, -cian, and -ture.
- Students will learn to compare for reading and spelling -ous/-us and -able/-ible.
- Students will learn the definition for 25 prefixes as well as be able to define words based upon their meaning. Prefixes include: ab, ad, ante, bi, circum, con, contra, de, dis(2), ex, extra, in(2), inter, ob, oct, pent, per, post, pre, pro, re(2), sub, super, trans, and tri.
- Students will learn the definition for 25 roots as well as be able to define words based upon their meaning. Roots include: aud, cred, cur, dict, duct, fact, fer, flex/flect, form, gen, gress, ject, mit/mis, ped/pod, pend, plic/ply, port, rupt, scribe/script, sist/stat, spect, struct, tend, tract, and vid/vis.
- Students will learn the definition for 25 suffixes as well as be able to define words based upon their meaning. Suffixes include: able, ar, ate(2), cial, cian, ence, ia, ible, ical, ify, ious, ist, ity, ive, ize, ment, or, ous, sion(2), tial, tude, tion, ture, and us.
- Students will practice teaching a prefix, root, and suffix to another student in the class using a direct and explicit as well as multi-sensory approach to learning.

Associate Level Coursework for AOGPE

Writing Skills:

- Students will review the concepts of noun, verb, adjective, adverb, subject, and predicate as well as practice identifying those parts of speech in a sentence.
- Students will write sentences which include compound subjects, compound predicates, and both a compound subject and compound predicate.
- Students will learn to write a variety of compound sentences which include the conjunctions and, but, ; or, nor, yet, and for.
- Students will learn to differentiate between main and subordinate clauses and the difference between a clause and a phrase.
- Students will learn to write complex sentences and correctly punctuate complex sentences that either begin with the main or the subordinate clause.
- Students will learn to identify and fix sentences which include misplaced modifiers.
- Students will learn to identify run-on sentences and repair those sentences in a variety of ways to make the sentences grammatically correct.
- Students will participate in an activity where they need to compare and contrast graphic organizers to lists.
- Students will learn how to teach paragraph writing and write basic paragraphs which are example, process, classification, reason, persuasion, definition, compare and contrast, and description.
- Students will then learn to use key words and detail sentences to change their basic paragraphs into expanded paragraphs.
- Students will learn to convert an expanded paragraph into a five paragraph essay.
- Students will learn to write introductory paragraphs which include thesis statement, plan by using the techniques of general remarks, question, opposite idea, fact, explanation, quotation, anecdote, and a definition.
- Students will practice writing introductory paragraphs for a five paragraph essay.

Testing:

- Students will learn the difference between norm-referenced and informal tests.
- Students will learn to interpret the bell-shaped curve, standard scores, and percentiles.
- Students will learn what an "average" IQ is and why "average" is not always average.
- Students will learn the categories on a WISC test: Verbal Comprehension, Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed.
- Students will learn about the background of the subcategories on the WISC-V and practice solving example questions from each section including: Similarities, Vocabulary, Block Design, Matrix Reasoning, Figure Weights, Digit Span, and Coding.
- Students will learn the sections of a WIAT-III test and its administration, scoring, and interpretation. These sections include Listening Comprehension, Expressive Vocabulary, Oral Word Fluency, Sentence Repetition, Early Reading Skills, Word Reading, Pseudoword Decoding, Oral Reading Fluency, Reading Comprehension, Alphabet Writing, Spelling, Sentence Composition, and Essay Composition.
- Students will use the data to identify how schools make eligibility decisions.

Student Profile:

Students will learn to create a student profile using the following information:
Background information including health, family, and strengths and weaknesses of a child;
Educational History including school history, academic strengths and weaknesses, and outside

Associate Level Coursework for AOGPE

tutoring history; Testing Information including potential, processing, speech/language, academic tests, diagnostic impressions, and informal assessments; and Orton-Gillingham Therapy/Learning Strategies including number of tutoring sessions, learning issues, and scope and sequence of skills taught.

The Orton-Gillingham Lesson Plan

- Students will review essential components and determine scope and sequence.
- Students will review aspects of diagnostic-prescriptive teaching.
- Students will design an individualized lesson plan based on student performance.
- Students will practice teaching a complete lesson plan to a partner including salmon/white phoneme cards, alphabet writing, yellow card spelling dictation, review reading words and sentences, review spelling words and sentence, introduction of new skill using Trace, Copy, Cover, Closed if applicable, Reading new words and sentences, spelling new words and sentences, and oral reading.
- Students will teach a 10-minute lesson to the instructor with feedback provided at the end of the session. Students will also submit a lesson plan for the lesson they are teaching.
- Students will take final exam to assess understanding of concepts.

Assignments and Final Exam:

Assignments will be administered to check students' understanding of the concepts for both Latin and writing skills. They will also be used to help students focus upon concepts that are still difficult for them and needing review. A final exam will be provided so students know which concepts they are secure in before working with a student.