CMD 586: Multisensory Instruction in Language and Literacy
University of Rhode Island, Winter J Term 2017
Independence Square, Lecture B

Fellow-in-Training: Geraldine Theadore, MS, CCC-SLP, FIT/AOGPE
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Office Hours: Available after each class

Supervising Fellow: Susan Santora, F/AOGPE
Learning House
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Guilford CT 06437
www.learninghouse-ct.com

Learning House is accredited by the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) as a clinic and training program.

Course Description
This three-credit graduate course focuses on assessment and intervention for reading, spelling, and written expression based on the principles of the Orton-Gillingham approach. Orton-Gillingham is an individualized, multisensory, structured language approach for working with persons with dyslexia and other language-based learning disabilities. Students in the course will develop foundational knowledge and practical skills in major areas of language and literacy including phonemic and morphological awareness, decoding and spelling, handwriting, reading fluency, vocabulary and comprehension, and written expression. Case examples will be used to support application of concepts and clinical decision-making. Students completing the course will be prepared for a supervised clinical practicum providing specialized intervention for individuals with dyslexia and other learning disabilities. Anyone interested in pursuing certification by the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) may apply this coursework toward certification requirements.

Required Textbooks

Class Dates and Times
- Class Time: 9-12:30
- Week 1: M, T, W, TH: January 2-5 (Note: January 2 class will be provided online)
- Week 2, M, T, W, TH: January 9-12
- Week 3: T, W: January 17, 18
  - No Class on Monday, January 16: Martin Luther King Day
  - Make Up Days, if needed: TH, January 19; F, January 20.

IDEA Goals
- Learning to apply course material (improve thinking, problem solving, and decisions).
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
KASA Standards: Standard IV-G

- Evaluation: Receptive and Expressive Language including phonology, morphology, syntax, semantics, pragmatics in speaking, listening, reading, writing, and manual modalities
  - Effectively conducts screening and prevention activities
  - Accurately interprets, integrates, and synthesizes all information to develop diagnoses and make appropriate recommendations for intervention
- Intervention: Receptive and Expressive Language including phonology, morphology, syntax, semantics, pragmatics in speaking, listening, reading, writing, and manual modalities
  - Develops appropriate intervention plans with measurable and achievable goals/objectives that meet clients' needs. Collaborates with clients/patients and relevant others in the planning process when appropriate.
  - Effectively measures and evaluates clients' performance and progress
  - Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of the clients/patients

Evaluation Methods

All assignments and accompanying materials will be posted on Sakai: Assignments, where they will be submitted and graded.

- **Homework Assignments: 25 Points**
  Five homework assignments will be based on completion of exercises from the Moats text. These assignments are designed to strengthen foundational concepts needed to teach oral and written language skills. After completing each assignment, students will check their responses in Appendix B of the Moats text. Students will submit an electronic copy of the correct assignment (original responses and any corrections) and a self-evaluation describing concepts that are well established and concepts needing more practice. The instructor and student will develop a plan for concepts needing more practice.
  Due: 1/4/17, 1/5/17, 1/10/17, 1/12/17, 1/18/17 at 9:00 AM

- **Development of a Basic Lesson Plan: 40 Points**
  Students will work in pairs to complete this project. Each pair will be provided with a detailed student profile including skills the student has mastered and recent assessments. Based on the profile, students will select an appropriate skill to teach using Susan Santora’s OG Skill Guide. The student pair will develop a basic lesson plan for teaching the target skill using information from the Gillingham and Stillman text and other resources. Sample lesson plans and a rubric for grading will be provided in class.
  Due: 1/18/17 at 5:00 AM

- **Final Take-Home Exam: 35 Points**
  A final take-home exam will require students to apply concepts from the Gillingham & Stillman text.
  Due: 1/19/17 at 9 AM.

**Grading (100 possible points)**

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Schedule

Day 1: 1/2/17

This class will be provided online because Independence Square is closed due to holiday.

Topics
I. Introduction to CMD 586
II. Preparing Professionals for Teaching Reading
III. How the Brain Learns to Read
IV. Dyslexia and the Brain

Readings and Assignments (Online Readings and Assignments: Due January 3, 2017 at 9:00 AM)
I. Introduction to CMD 586

II. Topic: Preparing Professionals for Teaching Reading
   - Go to IDA’s free webinar series at https://dyslexiaida.org/idas-free-webinar-series/
     - View: Moats (2016). IDA’s Knowledge and Practice Standards: How They Can Improve Reading Instruction for All Students
     - Focus on 1:25 to 14:10 (slides #1-10) and 31:09 to 47:42 (slides #27-44)
   - Go to Sakai-Assignments: Class Discussions #1: Preparing Professionals for Teaching Reading. Post your thoughts on the questions. We will discuss in class on January 3, 2017.

III. Reading and the Brain
     - Focus on 0:00-18:25
   - Go to Sakai-Assignments: Class Discussions: #2: How the Brain Learns to Read. Post your thoughts on the questions. We will discuss in class on January 3, 2017.

IV. Dyslexia and the Brain
   - View Pugh (2014). Embracing Dyslexia: The Interviews - Dr. Ken Pugh https://www.youtube.com/watch?v=xACBr9BusRM
   - Go to Sakai-Assignments: Class Discussions #3: Dyslexia and the Brain. Post your thoughts on the questions. We will discuss in class on January 3, 2017.

Additional Resources
- The Yale Center for Dyslexia and Creativity: Current Research http://dyslexia.yale.edu/CLI_ScientificDiscoveries.html
- Haskins Laboratories http://www.haskins.yale.edu
- Moats: Teaching Reading is Rocket Science http://louisamoats.com/Policy_papers.php
  http://vimeo.com/32321310
Day 2: 1/3/17

Topics

I. What is Dyslexia?
   • Definition
   • Basic facts
   • Impact on learning and self-esteem
   • Dyslexia and the brain

II. Professional Organizations
   • Academy of Orton-Gillingham Practitioners and Educators
     • History
     • Purpose
     • Principles
     • Training and certification
   • The International Dyslexia Association
     • Knowledge and Practice Standards

III. Conceptualizing Reading & Reading Development
   • The Simple View of Reading
   • Scarborough’s Rope Model
   • Chall’s Stages of Reading Development

Readings and Assignments (to be completed before class)

I. What is Dyslexia?
   • Read: Gillingham & Stillman, Chapter 1, pp. 1-14; p. 301

II. The Professional Organizations

III. Conceptualizing Reading & Reading Development
   • See Scarborough’s Reading Rope: Moats, p. 200

Class Activities
   • Review syllabus
   • Class activity: The Big Picture: Rethinking Dyslexia.
   • Review discussion questions
     • Preparing professionals for teaching reading
     • How the brain learns to read
     • Dyslexia and the brain

Additional Resources
   • Academy of Orton-Gillingham Practitioners and Educators http://www.ortonacademy.org/
   • The International Dyslexia Association https://dyslexiaida.org/
Day 3: 1/4/17

Topics
I. Review of Phonetics and Phonology
II. A Model of Phonological Processing
   - Phonological awareness
   - Phonological memory
   - Rapid naming
III. Components of Effective Reading Instruction: Phonemic Awareness
   - Research evidence
   - Development of phonological and phonemic awareness skills
   - Assessment and intervention

Readings and Assignments (to be completed before class)
I. Review of Phonetics and Phonology
   - Read Text: Moats, Chapters: 1-3
     - Complete: Sakai Assignment #1.
       - Comprehensive Survey of Language Knowledge: pp. 22-23
       - Exercise 2.1, p. 27 (Counting Phonemes)
       - Exercise 2.6, p. 43, #3 (Translating from phonetic symbols to standard English spelling):
         Note: Some of the phonetic symbols are different than the IPA symbols you use.
       - Exercise 3.7, p. 76 and 3.10, p. 77 (Minimal contrasts)
       - Exercise 3.9, p. 76 (Definitions)
       - Exercise 3.14, p. 77 (Phonetically-based spelling errors)

III. Components of Effective Reading Instruction: Phonemic Awareness
     - Focus on the Introduction (i-ii) and Phonemic Awareness Instruction (pp.1-9)

   - View: Neuhaus Education Center: Say It and Move It http://library.neuhaus.org/class-room-videos/say-it-and-move-it-0

   - Elkonin Boxes http://www.wvced.com/content/elkonin.pdf

Class Activities and Video Examples
   - Phonemic awareness assessment and goal setting
     - PA Benchmarks Between Ages 4-9 (from Adams et al., 1997)
     - PA Assessment CORE
     - Guide to Adjusting PA Task Difficulty (Gillon, 2004)
   - Phonemic awareness intervention
     - Say It and Move It
     - Elkonin Boxes
   - Phonemic awareness with letters
     - Word building activities

Additional Resources
Day 4: 1/5/17

Topics
I. The Structure of English Orthography
II. Components of Effective Reading Instruction: Phonics

Readings and Assignments (to be completed before class)
I. The Structure of English Orthography
   • Read Text: Mcats, Chapter: 4
     - Complete Sakai Assignment #2.
     - Exercise 4.1, p. 88 (Identifying language of origin)
     - Exercise 4.2, p. 89 (Sounds of ch and language of origin)
     - Exercise 4.3, p. 89 (Combining word parts)
     - Exercise 4.4, p. 93 (Blend, digraph, or neither?)
     - Exercise 4.5, p. 98 (Phoneme-grapheme mapping)
II. Components of Effective Reading Instruction: Phonics
   • Focus on Phonics Instruction, pp. 11-17

Additional Resources

Day 5: 1/9/17

Topic:
I. Components of Effective Reading Instruction: Phonics (continued)
   • Phonetic Associations: I, II, and III
   • Reading is blending
   • Spelling is segmenting
   • Simultaneous Oral Spelling (SOS)
   • Syllable types
   • Syllable division

Readings and Assignments (to be completed before class)
Components of Effective Reading Instruction: Phonics
   • Read Gillingham & Stillman, Chapters 2 and 3; also, see pp. 322-325 (Phonograms and Key Words)

Class Activities and Video Examples
• Making phonics drill cards
• Routines for phonetic associations
• Simultaneous oral spelling (SOS) routine and phoneme-grapheme mapping
• Developing word, phrase, and sentence lists for reading and spelling
• Syllable types sorts and games
• Transitioning to compound and two-syllable words
  • Detached syllables
  • Separated syllables/flip cards
  • Jumbled syllables
### Topics:

I. Spelling Development and Assessment  
II. Spelling as a Cognitive Process  
   - Factors affecting spelling decisions  
III. Teaching spelling patterns (rules) and generalizations (making decisions about sounds with multiple spellings)

### Readings and Assignments (to be completed before class)


- Preview: Gillingham & Stillman, Chapters 7 and 8 for Spelling Patterns (rules) and Spelling Generalizations  
  - Complete Sakai Assignment #3 (continuing with exercises from Moats, Chapter 4)  
    - Exercise 4.6, p. 99 (Ways of spelling /k/)  
    - Exercise 4.7, p. 100 (Ways of spelling /ʃ/): **Note that Moats uses a different phonetic symbol**  
    - Exercise 4.8, pp. 100-101 (Ways of spelling /dʒ/): **Note that Moats uses a different phonetic symbol**  
    - Exercise 4.9, pp. 104-105 (Identifying the six syllable types)  
    - Exercise 4.10, p. 106 (Open vs. closed first syllables)  
    - Exercises 4.11 and 4.12, p. 108 (Consonant doubling, advanced consonant doubling)  
    - Exercise 4.13, pp. 108-109 (Drop silent e)  
    - Exercise 4.14, p. 109 (Change y to i)

### Class Activities and Video Examples

- Analyzing spelling errors and setting goals  
  - Spelling inventories  
  - Contextual writing  
  - Teaching suffixing rules  
  - Using spelling sorts and ratio charts for teaching generalizations

### Additional Resources for Spelling Development, Assessment, and Intervention


Day 7: 1/11/17

Topics:
I. Components of Effective Reading Instruction: Fluency
II. Basic Lesson Planning

Readings and Assignments (to be completed before class)
  - Focus on Fluency Instruction, pp. 19-27

Class Activities and Video Examples for Fluency
- Strategies for increasing automaticity of letter-sound correspondences and single-word reading
- Strategies for increasing fluency of text reading

Lesson Planning Assignment:
- Case examples
- Sample plans
- See Sakai: Assignment and grading rubric

Additional Resources for Fluency

Additional Resources for Lesson Planning
- Leopold, K. (2013, March). Multisensory techniques to keep your lessons effective and fun. Seminar presented at the Academy of Orton-Gillingham Practitioners and Educators Annual Spring Conference, Providence, RI.
Day 8: 1/12/17

Topic
I. Morphology: Enhancing Reading, Spelling, Vocabulary, and Comprehension
   • Definitions and key concepts
   • Making the morphological structure of words explicit
   • The role of morphology in the “triangle of reading”
   • Preliminary evidence from intervention studies
   • Instructional methods

Readings and Assignments (to be completed before class)
• Read: Moats, Chapters 5
  • Complete Sakai Assignment #4
    ▪ Exercise 5.1, p. 120 (Building words from word parts)
    ▪ Exercise 5.3, p. 124 (Identifying roots and defining word meanings)
    ▪ Exercise 5.4, p. 126 (Identifying prefixes and their meanings). Note: Be aware of the assimilated or “chameleon” prefixes, which change their form based on the beginning sound of the root to which they are added.
    ▪ Exercise 5.5, p. 126 (Generating words from a Greek-derived morpheme)
    ▪ Exercise 5.6, p. 129 (Sounds of the past tense -ed)
    ▪ Exercise 5.7, p. 130 (Derivational suffixes and parts of speech)
    ▪ Exercise 5.8, p. 131 (Changing parts of speech with derivational suffixes)
    ▪ Exercise 5.10, pp. 134-135 (Identifying phonological and orthographical changes in base words when suffixes are added)
    ▪ Exercise 5.11, p. 136 (Separating words into their component morphemes)
    ▪ Exercise 5.12, p. 137 (Identifying whether or is a morpheme within a word; identifying the meaning of the morpheme and the part of speech of the word)

• Go to Sakai: Resources. Complete the Affix Knowledge Task. (Note: This assessment is typically read to the student. In this homework activity, you will read it yourself). We will review in class.

• Class Activities and Video Examples
  • Assessing affix knowledge
  • Introducing and practicing prefixes, suffixes, and roots
  • Working with word webs and matrices

Additional Resources
• Yoshimoto (2013, March). Latin and Greek Institute: Morphology from Kindergarten to Middle School. A one-day seminar presented at the Academy of Orton-Gillingham Practitioners and Educators Spring Conference, Providence, RI.
• The WordWorks Literacy Centre
  http://www.wordworkskingston.com/WordWorks/Home.html
• Online Etymology Dictionary
  http://www.etymonline.com
### Day 9: 1/17/17

**Topic:**
I. Components of Effective Reading Instruction: Vocabulary and Text Comprehension

### Readings and Assignments (to be completed before class)
- Read: Moats, Chapter 7
  - Focus on Vocabulary (pp. 29-39) and Text Comprehension (pp. 41-48)

### Class Activities
- Vocabulary and text comprehension instruction
  - Grades K-3 (using read aloud texts)
  - Middle school (vocabulary and text comprehension using repeated readings of excerpts from literature and expository texts)

### Additional Resources
  For more information, go to http://teacher.scholastic.com/products/texttalk/index.htm
 For more information, go to http://www.voyagersopris.com/info/language-live/
Day 10: 1/18/17

Topics:
I. Components of Effective Instruction: Written Expression
   • Handwriting
   • Syntactic Knowledge for Comprehension and Written Expression

Readings and Assignments (to be completed before class)
• Read: Moats, Chapter 6
  • Complete Sakai Assignment #5
    • Exercise 6.2, p. 161 (Identifying noun phrases, verb phrases, and prepositional phrases)
    • Exercise 6.3, p. 164 (Identifying phrases, dependent clauses, and independent clauses)
    • Supplementary Exercise 6.5, pp. 171-172 (Sentence combining)
    • Supplementary Exercise 6.6, p. 172 (Sentence elaboration)
• Read: The International Dyslexia Association. (2012). IDA Fact Sheet: Understanding Dysgraphia

In class activities and videos
• Handwriting: Learning Cursive (King, D.H. & Leopold, K.K., 2014)
• Written Expression: Sentence and paragraph-level skills

Additional Resources
• Framing Your Thoughts (Project Read)
  http://www.projectread.com/pages/Written-expression.cfm
  Also, see free downloads (http://www.wvced.com/free-downloads/) including From Words to Works: Developing Writing Skills in Students of All Ages
  http://www.wvced.com/content/From_Words_to_Works_11-15.pdf

Note: Students interested in continuing their training toward Orton-Gillingham certification should plan to meet with me after the class.
Policies

- **Class Attendance:** Students are expected to attend each class. In addition to lectures, classes will include demonstration and in-class activities designed to help each student complete assignments and meet the competencies for this course. If you are unable to attend class due to illness or emergency, please contact me. Students who miss class are responsible for content and homework assignments.

- **Illness Due to Flu:** If you develop flu-like symptoms, you are being advised to stay home until the fever has subsided for 24 hours. Please notify me and we will work together to ensure that course instruction and work is completed for the semester.

- **Late Assignments:** Late assignments will only be accepted with my permission **prior to the due date of the assignment**.

- **Use of Clinic Materials:** In this class, you will be using assessment and intervention materials belonging to the department. If any materials are damaged or lost, you will be responsible for the cost of replacing them.

- **Students with Disabilities:** Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this class. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 374-2098.

- **Academic Enhancement Center:** The Academic Enhancement Center houses the University's Writing Center and Learning Assistance Program, as well as many other academic support service areas such as tutoring, study groups, and multiple forms of academic assistance workshops. The Center serves students who are seeking academic support as well as those with more advanced academic ability who are interested in helping others. The Center is located on the 4th floor of Roosevelt Hall in University College.

- **Written Language Competence:** As a specialist in communication and communication disorders, you are expected to be competent in written language. You will be involved in written communication with clients, families, and other professionals, including the preparation of professionally written reports. You will also be assessing and providing interventions in the area of written language. If you know that your written language skills are weak, please use resources such as the Writing Center located at the Academic Enhancement Center in Roosevelt Hall.

- **Person-First Language:** In all work, use person-first language consistent with IDEA, emphasizing the person more than the disability (e.g., a child with dyslexia).

- **Academic Honesty:** The following information on academic honesty was provided by the Provost's Office. Students are also referred to URI's Student Handbook, specifically Section 4.1. Additional assistance in understanding URI's policies on academic honesty is available at the Writing Center and the Academic Enhancement Center.

*Students are expected to be honest in all academic work. A student's name on any written work shall be regarded as assurance that the work is the result of the student's own thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, or reference the work of others with integrity. The following are examples of academic dishonesty.*

- Using material from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors
• **Ethics:** Students are expected to adhere to the standards that ASHA has established including maintaining confidentiality.

• **Classroom Behavior:** As a student, you should expect to be treated with respect by your peers and instructors. You should expect a learning environment in which you may readily ask questions, share your perspective, and offer suggestions for improving learning. As a communication specialist, you should show that you understand the pragmatics of classroom behavior by listening respectfully when others are speaking, sharing information that is relevant to the discussion, and monitoring behaviors that may be distracting or disrespectful to others (e.g., arriving late or leaving early, texting during class, using laptops for activities unrelated to class lecture/activities, monopolizing the conversation). Please remember that all cell phones must be turned off during class time and when doing any work in the clinic area.

• **Scholastic Standing for Graduate Students**
  The following information on Scholastic Standing for graduate students was taken from the University of Rhode Island online course catalogue at http://www.uri.edu/catalog/cataloghtml/graduateprogramrequire.html

  Grades of C- or lower are failing grades in courses at the 500 and 600 levels and require immediate review of the student’s status. Students failing these courses must repeat them, if they are required courses, or else they must replace them with courses approved by the student’s program committee and the Graduate School.

  To qualify for continuation of degree student status and for graduation, a cumulative average of B (3.00 on a 4.00 scale) in all work is required, except for courses meeting entrance deficiencies or approved for no program credit prior to registration in the course. At any time when the academic record indicates unsatisfactory performance, the student’s status is subject to review. A student who fails to maintain a satisfactory grade point average or to make acceptable progress toward the degree may be dismissed as a graduate student.