



The
Power
of the

**Orton-
Gillingham
Approach**

 ALL ABOUT *Reading*

 ALL ABOUT *Spelling*

The Power of the Orton-Gillingham Approach

Hi, my name is Marie Rippel and I'm the author of the *All About® Reading* and *All About® Spelling* programs. Thanks for downloading my free e-book on the power of the Orton-Gillingham approach!

Have you ever had questions about the Orton-Gillingham approach and why it's so important? Maybe you've wondered what it means, how it's taught, and whether or not you should incorporate this methodology into your child's education. This e-book will introduce you to the elements of the Orton-Gillingham approach and show you how and why they can make such an impact on a child's ability to read and spell.

As you read through this e-book, feel free to jot down any questions you may have. You can email us at support@allaboutlearningpress.com or call us at 715-477-1976. No question is too big or too small! We're here to help.

I hope this e-book provides helpful information as you discover the benefits of the Orton-Gillingham approach.

Make learning a joy!

Marie Rippel

Marie Rippel

Founder, All About® Learning Press, Inc.



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1 The Orton-Gillingham Approach



The Orton-Gillingham approach is characterized by several elements that combine to create a truly effective method for teaching reading and spelling.

On the following pages, we'll explore each of these elements and you'll discover how they come together to make a powerful impact in the lives of students. Orton-Gillingham is commonly abbreviated as OG; in this e-book, we'll be using these terms interchangeably.

Even though the Orton-Gillingham approach was first developed more than eighty years ago, modern research has proven that Dr. Orton and Anna Gillingham's observations and beliefs are still valid today.

If a program is missing one of the seven elements explored in this e-book, it is not truly an OG program. The label "Orton-Gillingham" is not governed or controlled by any agency, and programs can call themselves an Orton-Gillingham program even if they don't stay true to these essential elements. Therefore, it's important to understand these terms so you can judge for yourself whether a program you are considering can truly be classified as a "pure" Orton-Gillingham program.

But first, let's take a look at why the Orton-Gillingham approach works.

A Powerful Approach

On the pages that follow, we'll take a closer look at these hallmarks of an effective OG program:

- ✓ Multisensory
- ✓ Sequential
- ✓ Incremental
- ✓ Cumulative
- ✓ Individualized
- ✓ Phonogram-based
- ✓ Explicit



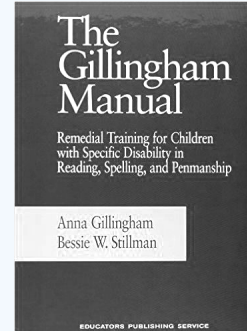
Who Were Orton and Gillingham?



Dr. Samuel T. Orton (1879-1948) was a pioneer in the study and understanding of dyslexia. He studied children with language processing issues and eventually developed teaching principles that were designed to help those children learn language more effectively.



One of Dr. Orton's students, Anna Gillingham (1878-1963), further developed Orton's ideas and eventually combined his teaching methods with her own understanding of language structure. The first Orton-Gillingham manual was published in 1935.



The manual, originally called *Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship*, was co-authored by Anna Gillingham and Bessie T. Stillman. It formed the backbone of what is now the OG approach and has made a significant impact on thousands of students for over 80 years.

2 Why OG Works



The Orton-Gillingham approach helps take the mystery out of reading and spelling by translating sounds into phonograms and by teaching students to apply rules and generalizations that help make reading and spelling much easier.

After all, even though the English language contains just 26 letters, these letters combine to create 44 speech sounds, and there are over 250 ways to spell those sounds. It's easy to see why reliable rules are so valuable for students as they learn to read and spell.

But there's so much more! The Orton-Gillingham approach has been effectively proven over decades, and you'll discover the reasons as you explore this e-book. But as a quick overview, the Orton-Gillingham approach works because it...

- Instills confidence
- Helps children overcome learning disorders
- Makes it easier for children to learn to read, including children with dyslexia and other learning challenges

Are you ready to explore all features that characterize the Orton-Gillingham approach? Read on!

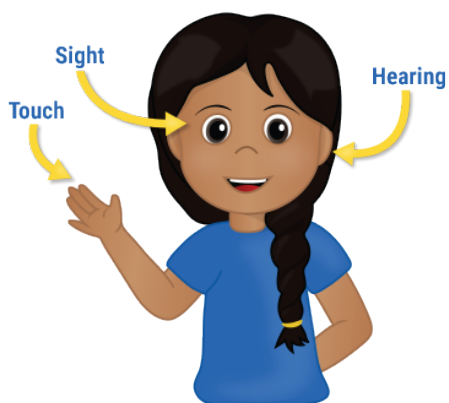


Watch a Video

Follow the link below to learn more about phonograms in this brief YouTube video!

<http://bit.ly/Phonograms-Video>

3 Multisensory



The hallmark of a true Orton-Gillingham program is that it is **multisensory**.

Children are wired to learn using multiple pathways to the brain—visual, auditory, and kinesthetic—and

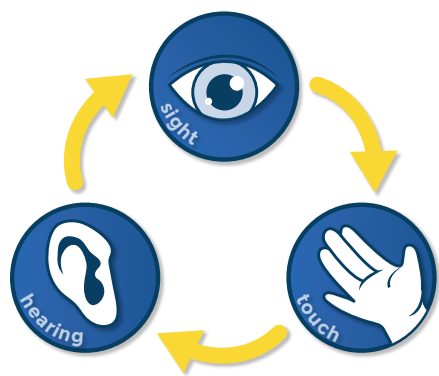
while teaching through a child's strongest pathway is a good start, Dr. Orton discovered that there's an even *better* way to achieve optimal learning: **simultaneous multisensory instruction**. Modern research has confirmed that when a child is taught through all three pathways *at the same time*, he will learn significantly more than when taught only through his strongest pathway.



Free Download!

All About Reading provides hands-on activities throughout the lessons. To download a few samples of our activities, follow the link below!

<http://bit.ly/Reading-Bundle>



It isn't enough for a program to have some multisensory aspects; all three pathways to the brain must be activated at the same time in order for a program to be Orton-Gillingham. When a child is able to employ his senses of sight, sound, and touch, learning takes on a whole new level of potential. When children can *see* something as it is explained, and *hear* about it, and then *do* it using hands-on activities, they are much more likely to retain the new information.

All About Reading and *All About Spelling* were carefully developed to activate **all three learning pathways simultaneously**. Doing this speeds up the learning process, aids in retention, and increases motivation, allowing your child to succeed.

For some real-life examples, let's take a look at how the activities in *All About Spelling* activate all three pathways to the brain.

Learning through the visual pathway

- Children **watch** as new concepts are demonstrated with color-coded letter tiles.
- Children **see** the spelling words written down.
- Children **look** at and read the flashcards during review sessions.



Learning through the auditory pathway

- Children review flashcards **orally**.
- Children segment words **aloud**.
- Children **say** the sounds of the **phonograms** as they are written down during review sessions.

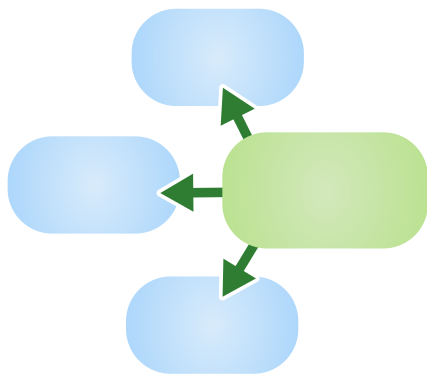


Learning through the kinesthetic, or tactile, pathway

- Children **write down** dictated phonograms, phrases, and sentences.
- Children **build** new spelling words with the letter tiles.



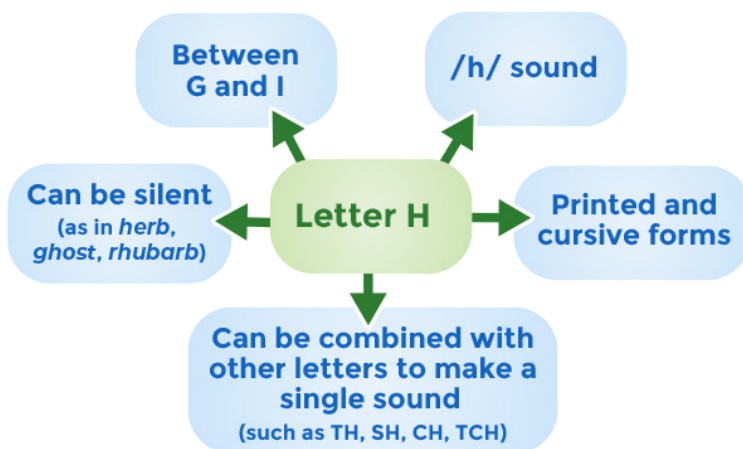
4 Sequential



The Orton-Gillingham approach is sequential.

When instruction is sequential, lessons are presented in a logical, well-planned sequence. This allows children to make easy

connections between what they already know and what they are currently learning.



Scope and Sequence

You can see the logical sequence of *All About Reading* and *All About Spelling* by viewing the scope and sequence pages. Visit the link below.

<http://bit.ly/Scope-and-Sequence>

As a child learns, he adds new information to what he already knows. His brain continually reorganizes, adapts, and restructures. When your child learns sequentially, he connects new information to previously learned information, and those connections are an important step in achieving long-term learning.

The sequences in *All About Reading* and *All About Spelling* have been carefully planned to maximize learning and retention. Each lesson builds on previous lessons and ensures that there are no gaps in the learning process.

5 Incremental



An incremental approach is one of the fundamental components of Orton-Gillingham, ensuring that there are no gaps in a student’s learning. With a no-gaps approach, students move easily and naturally from simple concepts to more complex ones.

Think of it like this: Imagine that your child is climbing a ladder. With an incremental approach, each rung of the ladder helps your child get closer to the goal of fluent reading and spelling.



There are no missing rungs, so there are no gaps. This is one of the reasons that students who have experienced failure with other programs can learn to read and spell with the Orton-Gillingham approach.

All About Reading and All About Spelling teach through a research-based, logical sequence with no gaps. Both programs are “ladders” with precisely placed rungs that make it easy for your student to climb to the top regardless of his age or ability. With this approach, kids can successfully climb to the top of the ladder—step by step by step—and reap the rewards of mastery in reading and spelling without all the struggles along the way.

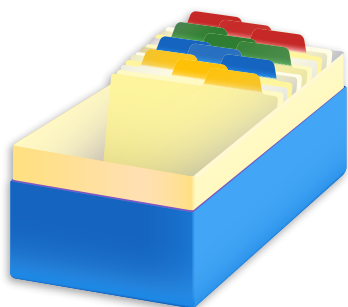


Learn More

Does your child have gaps in reading and spelling? Read about the no-gaps approach by reading the article linked below.

<http://bit.ly/No-Gaps>

6 Cumulative



Regular, consistent review leads to long-term learning.

Cumulative review is a cornerstone element of the Orton-Gillingham approach because review is vital to the development of good

readers and spellers. That's why it is essential that Orton-Gillingham-based programs provide daily review opportunities. *All About Reading* and *All About Spelling* build review into every single lesson, so you never need to worry about whether you're doing enough.

Mastery is another important component of cumulative instruction.

When instruction is cumulative, students master one concept before moving on to a more advanced concept. The goal?

To make sure that the brain is able to permanently store, manage, and retrieve information for later use; in short, to achieve learning that "sticks." If a concept is learned and then forgotten, it hasn't been mastered. But when a concept is learned and mastered, the goal of long-term learning has been reached.



Review Tips

Looking for some great ways to add reading and spelling review to your routine? Check out the links below for some fun ideas!

<http://bit.ly/Reading-Review>

<http://bit.ly/Spelling-Review>

7 Individualized

The Orton-Gillingham approach is always focused on the needs of the individual. Anna Gillingham once said, “Go as fast as you can, but as slow as you must.” This is an important point to keep in mind.

A curriculum that incorporates an individualized approach makes it easy to teach to a child’s individual strengths while at the same time respecting the child’s pace. That’s why an individualized approach is effective for ALL ages—beginning readers, intermediate students, teens, adults, and struggling learners.

When I developed *All About Reading* and *All About Spelling*, **I kept this principle of individualized instruction at the forefront** by making it easy to customize a child’s instruction according to his or her individual needs.



program, your child moves on to the next level only after she has mastered the content in the previous level.

Bottom Line

An individualized approach allows you to “go as fast as you can, but as slow as you must” by helping parents customize the programs to successfully meet the needs of each individual child.

And that’s why *All About Reading* and *All About Spelling* are mastery-based instead of grade level-based. In a grade-level program, your child completes Grade 6 and then moves on to Grade 7 regardless of whether the Grade 6 content has been mastered. This can set up a miserable cycle of defeat and frustration for parent and student alike. But with a mastery-based

8 Phonogram-based



One of the priorities of the Orton-Gillingham approach is to simplify the English language by focusing on why words are spelled the way they are. By teaching

the basic phonograms and the rules and patterns that apply to the vast majority of English words, the Orton-Gillingham approach takes the guesswork out of reading and spelling.

So what are phonograms?

A phonogram is a letter or combination of letters that represents a sound. For example:

- CK is a phonogram that says /k/ as in *clock*.
- S is a phonogram that says /s/ as in *sat* or /z/ as in *has*.
- OY is a phonogram that says /oi/ as in *boy*.



Each sound in a word is represented by a phonogram. When a student has a solid working knowledge of the phonograms and the sounds they represent, **reading and spelling are much easier.**



Free Digital App!

If you'd like to familiarize yourself with the phonograms, you can download our Phonogram Sounds App for free. This program allows you to click on a phonogram and hear the sound or sounds. Visit the link below to download!

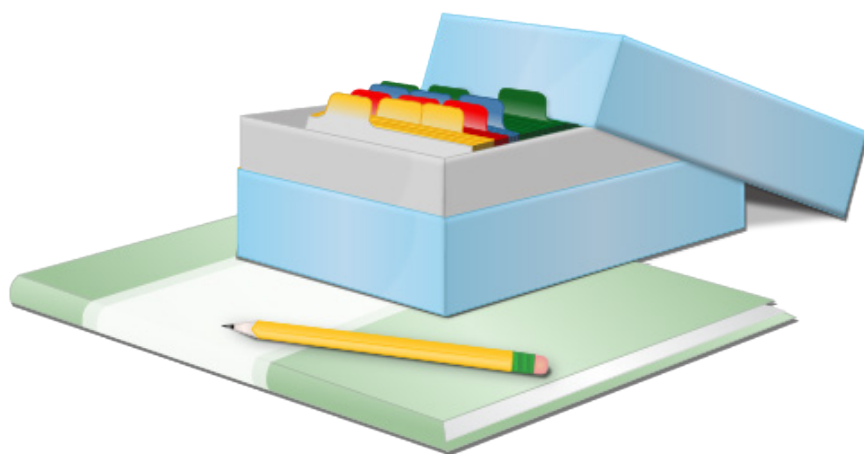
<http://bit.ly/Phonograms-App>

9 Explicit



And finally, the Orton-Gillingham approach is explicit. This means that students are taught *exactly* what they need to know in a clear and straightforward manner. And because it teaches

a student exactly what he needs to know, an explicit program erases the need for guessing, eliminates ambiguity, and—best of all—prevents confusion.



Free Lessons!

Would you like to see a real-life example of how the Orton-Gillingham approach works? Take a peek at some sample lessons from *All About Reading* and *All About Spelling* to see how this powerful approach is used!

<http://bit.ly/Lesson-Samples>

If you've never taught reading or spelling before, you'll appreciate our lightly scripted teacher's manual. The lesson plans explain exactly what to do. You don't have to figure out what to teach next or how to explain a new concept, so your attention can stay on your student. And no previous teaching experience or special training is needed!

10 What's Next?

By reading this e-book, you've gained a better understanding of the Orton-Gillingham approach and how it can help you teach reading and spelling.

Although some of the principles of the OG approach may sound complex, *All About Reading* and *All About Spelling* break them down into easy, bite-sized lessons that are easy for you to teach and easy for your student to learn.

While I originally developed these programs for my own child who had a hard time learning to read and spell, they've gone on to help over 150,000 children master reading and spelling—even those who were previously diagnosed with a learning disorder.



If you have any questions at all, please call us at 715-477-1976, or email us at support@allaboutlearningpress.com. My staff and I are passionate about helping children read and spell, and we would love to help you help your child.

