

**MSLE (Orton Gillingham) Training Course
2018-2019 Syllabus**

Instructor: Laurie Marcotte Phone: 990-2277 Email: lmarcottecdcbangor@gmail.com

Seminar # 1 Introduction - Friday, May 11, 4-9:00, Saturday May 12, 9-4:00

- Stages of reading and writing
- How the brain reads and the neurological basis for dyslexia
- The definition, common behaviors and early indicators of dyslexia
- Dyslexia therapy and multisensory literacy instruction
- The Orton Gillingham Method: principles and lesson structure
- Phonological awareness and its role in reading and spelling
- Word structure
- An overview of the layers of the English language

Seminar # 2 Level 1 - Thursday, June 21, 9-4:00, Friday June 22, 9-4:00

- Level 1 phonograms, concepts, spelling rules, syllables, syllable splits and morphology
- Lesson plan structure and lesson plan procedures
- Alphabet skills
- How to teach learned words for reading
- Building fluency at phonogram and word level
- handwriting

Seminar # 3 Level 2 – Saturday, September 22, 9-2:00

- Level 2 phonograms, concepts, spelling rules, syllables, syllable splits, and morphology
- How to expand phonological awareness, blending and S.O.S activities to include new skills
- How to address homonyms
- How to teach learned words for spelling
- Building fluency at the phrase and sentence level

Seminar # 4 Language development – Saturday October 13, 9-2:00

- The stages of language development, auditory processing, phonological processing and related disorders
- Syntax, semantics, grammar
- Vocabulary building, building comprehension with meta-cognitive strategies
- Phonology

Seminar #5 Level 3 – Saturday, November 10, 9-2:00

- Level 3 phonograms, concepts, spelling rules, syllables, syllable splits and morphology
- Building fluency with connected text

Seminar # 6 Level 4 – Saturday, December 8, 9-2:00

- Level 4 phonograms, concepts, spelling rules, syllables, syllable splits and Latin roots and affixes
- Latin layer of English language
- Improving reading comprehension on the passage level using graphic organizers
- Vocabulary building with Latin roots

Seminar # 7 Level 5 - Saturday, January 12, 9-2:00

- Level 5 phonograms, concepts, and morphology
- French influence in the Latin layer
- Greek layer, Greek combining forms
- Written expression, developing/finding the main idea

Seminar #8 Formal and Informal testing - Saturday, February 9, 9-1:00

- Psycho-educational testing and evaluations
- Progress testing done at Children's Dyslexia Center
- Informal assessment methods and tools
- Study skills, graphic organizers

The Final exam will be on **March 9, 2019** unless a class is cancelled for weather. If a cancellation occurs the make-up date for the cancellation will be March 9, 2019 and the final will be given on **April 7, 2019**.

Lecture Requirements:

- Participants will write a one-page (typewritten, double spaced) reaction paper to the required texts listed.
- Participants will complete homework assignments for each seminar.

- Participants will complete a model “Student Notebook.” This notebook will include only information that the children in our Center are expected to be responsible for.
- Participants will complete a “Scholar Notebook.” This notebook will include handouts, class notes, homework assignments and observation feedback and other outside material collected by the participant.
- Participants will complete seven quizzes.
- Participants will complete a final exam.
- Participants will complete in-class assignments and activities.

Required texts: (The following texts are available for loan from the Center.)

- Birsh, J. R. (2011). *Multisensory teaching of basic language skills (3rd ed.)*. Baltimore, MD: Paul H Brookes Publishing CO., Inc. (chapters 1-10, 12, 14, 18, and 23)
- Henry, M.K. (2010). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Shaywitz, S. (2003) *Overcoming dyslexia: A new and complete Science-Based Program for Reading Problems at Any Level* New York, NY: Alfred A. Knopf
- Farrell, Mary Lupiana and Matthews, Francie M. (2010) *Ready To Read: A Multisensory Approach to Language Based Comprehension Instruction*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Practicum Requirements:

- Trainees will complete a minimum of a 100-hour on-site practicum with two students spread over the course of a minimum of nine months and ending at the completion of a school or summer session.
- Trainees will complete a narrative report for each student that they work with.
- Trainees will observe five (5) lessons taught by experienced tutors.
- Trainees will have six (6) or more formal observations with feedback sessions.

All trainees must submit all course requirements and submit paperwork for certification within *thirty (30) days* of the completion of the final practicum hours.

Attendance is mandatory. In the case of an unavoidable absence, arrangements must be made with the instructor to make up the class hours.

Quizzes will be given at each seminar at 8:30 beginning with seminar #2. Class will start promptly at 9:00. An instructor will be in the classroom by 8:00; if you require more time to complete the quizzes you are invited to come in as early as needed to complete the quiz.

Grading Policy: A grade average (includes lecture requirements and practicum requirements) of 85% or better must be maintained or participants will be asked to leave the training.

CEU’s and contact hour certificates are available.

Instructor:

Laurie Marcotte, ICALP, holds a B.S. in Elementary Education and is certified with IMSLEC and ALTA as a certified instructor of practitioners. Laurie is a graduate of the Children’s Dyslexia Centers, Inc.’s MSLE initial and advanced training program. She has tutored at the Children’s Dyslexia Center-Bangor since 2008 and is also the director of the Children’s Dyslexia Center-Bangor. Laurie has many years of experience as a classroom teacher and continues to maintain a private practice as a certified dyslexia practitioner 2.

The Orton-Gillingham Training Class is accredited by the International Dyslexia Association (IDA) and the International Multisensory Structured Language Education Council (IMSLEC)

