

Specific Language Training

An Orton-Gillingham Based Curriculum
for Middle & High School Students

Basic Level

The Alphabetic Code

Margaret H. Kleiber

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Overview, continued:

Throughout the basic sequence, the focus is on systematic mastery of the predictable alphabetic code of the English language. The methodology is multisensory. Words to be read are the same ones to be spelled. Handwriting is integral to this type of instruction. The vocabulary is carefully controlled, so that the student is learning one and only one new element at a time. Practice sheets may be used for both decoding and encoding. When natural reading or spelling is done without controlled material, words that don't follow these regular, predictable patterns may be quickly supplied, so that the older student achieves mastery without frustration. After all, if the student could have learned intuitively, he or she would have. Something in the processing mechanisms of the brain have prevented acquisition of written language. This sequence and methodology is designed to help such a student do what he has not been able to do before, that is, learn to read, write, and spell with confidence.

General Directions for Instruction:

1. Introduce the sound, shape, and motor pattern for each letter one at a time in the sequence presented. Work for automaticity in grapheme, phoneme, motor match. (Make a set of drilling cards for each student. Each letter may be written on one-half of a 3" by 5" card. Vowels should be on yellow or buff colored cards; consonants should be on white cards. Support on-going instruction with visual displays of letters with key pictures indicating sounds of letters. For older students, key words are only used when the particular student seems to need this to trigger memory. Such students may select their own "trigger" word. Otherwise, the sounds are more easily blendable without key words.)
2. Using sample words or nonsense syllables (constructed only from letters thoroughly mastered), practice blending (for reading) and segmenting (for spelling). Selected words or syllables can be placed on 3" by 5" cards for drilling practice. Cumulative lists with words and sentences are presented on "Practice Sheets" as part of the sequence.
3. Original writing and the reading of natural material are presented as part of the lesson after all alphabetic letters are mastered for encoding and decoding, and after the introduction of the final silent e near the middle of the BASIC sequence. (If the student wants to read or write before this first level of mastery has been reached, quickly supply the spelling or the decoding for unmastered word patterns. Avert undue frustration, as this will block the learning for older students, who have already experienced enough frustration.)
4. All lessons should begin with review material. This serves the purpose of reviewing, as it should, but it also serves the purpose of building confidence, since the plan should be to begin with elements or skills that give the student a sense of mastery.
5. As new elements are introduced, teachers should carefully select (from the increasing pool presented) words for dictation and study that incorporate elements that the student has not thoroughly mastered from previous lessons.

For each BASIC STEP the following is provided:**Step Number:**

For each step, there is a "Step" page for the teacher and "Step" PRACTICE SHEETS for the student. For the controlled vocabulary necessary for successful learning, move through the steps in order.

Overview:

The overview is a "TEACHER'S GUIDE" section. It provides guidelines and cautions for the teaching of the particular sound or letter form or pattern. It tells what is important in the instruction of that pattern.

Order for Instruction:

This section provides precise sub-steps to follow to introduce and build mastery of the particular pattern in focus. Appropriate word lists (carefully controlled to include only sounds, symbols, and patterns previously mastered) are included for the sub-steps.

PRACTICE SHEETS for Students:

For each step there is a practice sheet for the student. These sheets may be zeroxed for student use. This will permit you to keep a master copy. The student's copy may be used actively to mark syllable division, to circle suffixes, or to underline parts needing attention.

THE TEACHING SEQUENCE
for
BASIC LEVEL SPECIFIC LANGUAGE TRAINING:

<u>Step:</u>	<u>Letters or Letter Clusters:</u>	<u>Capitals:</u>	<u>Red Words and Other:</u>
1	hard c, short a, d, hard g concept: short vowels in closed syllables method: syllable division between consonants		
2	short o		
3	l (-ll); cl-, gl-	A	
4	f; fl-, -lf		
5	short e	E	
6	b; bl-	B	
7	-all		-all, etc.
8	s (-ss); sl-, sc-		
9	short i	D, C	is, as, a
10	t (-ff); -ct; -ft; -st; st- -lt	S, T	of, off, get
11	Suffix:-s, as plurals and 3rd person action verbs = /s/ or /z/		
12	h; 's (to show possession)	H	the, has, his
13	short u; -lb	G	bus, us
14	sh		
15	th		
16	ch; -lch		
17	-es (after sh-, ch-, -ss)		he, she
18	-ed = /id/		
19	k; -lk, -sk, sk-		
20	-ck (Long Spelling After Short Vowel)		
21	-ed = /t/		
22	-et (at end--blanket)		do, to go, so
23	r; cr-, dr-, fr-, gr-, tr-, scr-, br-, str-, shr-, thr-	R, F	

Step 41: Practice with the Consonant “y”, as in “yet”

y b er d ar m or n a u ink p ang

yes stinker am yet dripless form yard

blacken thicker yarn misting prim yum mop

drum yam caller fonder prompting chicken yelp

yip harmless mud yon swiftest hem yap

smartest thumping yen skinless fullest sharpen yank

filler mush tempt yanks pinker hum drip

stepsister objected drastic pompon

brickyard tablet checkers ramrod

discard garlic litmus magnum

1. Dad hasn't left for the brickyard, yet.
2. Your skit was the best.
3. You're the best in the class.
4. You'll want the printer to run faster.
5. The dogs were yelping in the yard with the cats.
6. Beth had a yen for plums.

Step 74: Words with “au” (August) and “aw” (claw)**Overview:**

The **diphthong sound /au/** has two spellings: “**au**”, as in “August”, and “**aw**”, as in “claw”. The “au” spelling usually comes in the beginning of a word. The “aw” spelling, on the other hand, occurs at the end of short words, or at the end of short words followed by an “n” (lawn) or an “l” (drawl) or a “k” (hawk).

The challenge for reading is to recall the sound--the same for both spellings. The challenge for spelling is to select the correct spelling from the two choices--**au** or **aw**.

Order for Instruction:

--Present the au spelling for the /au/ sound. Use “August” as a key word. Read and spell a selection of the following “au” words:

audit	augment	August	austere	authentic	auto
automat	automatic	bauble	cause	caustic	clause
daub	daunt	faucet	fault	flaunt	fraud
gaunt	gauntlet	gauze	haul (hall)	haunch	haunt
jaunt	laud	launch	launder	maul (mall)	Paul
paunch	pauper	pause	sauce	Saul	saunter
staunch	taut	traumatic	undaunted	vault	vaunt

--Compose sentences with a selection of these words to build familiarity with the spelling.

Review and Reinforcement Lists for

Basic Level Specific Language Training

The lists that follow do not introduce new concepts or patterns. However, the word lists are cumulative, so that they re-introduce and reinforce concepts with a lengthier list of words and significant comparisons. Teachers will find this section useful for the student who knows many basics, but has “forgotten” or not mastered some of them. The specific concepts selected for reinforcement lessons are ones commonly needing reinforcement.

Words with Short Vowel a, as in "cat"

act	clad	gap	nab	scan	than (then)
add	clam	gasp	nag	scant	tram
aft	clamp	gland	nap	scat	trap
Al	clan	grab	Nat	scrag	trash
alp	clap	graft	pad	scram	Val
Alps	clasp	gram	pan	scrap	vamp
am	crab	grand	pant	sham	van
an	craft	grant	past	slab	vast
and	cram	Grant	pat	slam	vat
ant	cramp	grasp	Pat	slant	wag
apt	crash	had	path	slap	yam
ask	dab	hag	plan	slat	yap
at	dad	ham	plant	smash	zap
ax	Dad	hand	pram	snag	
bad	dam	hat	raft	snap	
bag	damp	jab	rag	span	
ban	Dan	Jack	ram	spat	
bask	drab	jag	ran	splash	
bat	draft	jam	rant	stab	
blab	drag	lab	rap	stag	
bland	dram	lad	rapt	stamp	
blast	fact	lag	rash	stand	
brag	fad	lamp	rasp	strand	
bran	fag	land	rat	strap	
brand	fan	lap	sad	swag	
brash	fast	last	sag	swam	
brat	fat	mad	Sal	tab	
cab	flab	man	Sam	Tab	
Cal	flag	map	sand	tact	
camp	flap	mash	sap	tad	
can	flask	mask	sat	Tad	
cap	flat	mast	scab	tag	
cat	gab	mat	scads	tan	
chant	gag	math	scalp	tap	
chap	gal	Max	scamp	task	

Appendix:

More Sentences for Encoding and Decoding Practice

Continued: **More Sentences for Decoding and Encoding Practice**

Step	Sentence
59	A dog begs for food if he wants to eat.
59	Ted's class went to the zoo.
59	The school bus was late.
59	Dot's bath felt hot and was very soothing.
59	This winter chill has lasted too long.
59	That pup was wild.
59	Let's go for a swim if the water is not too cold.
59	The sunrise was nice this morning.
59	The moon was full last week.
59	The car sped much too fast .
59	The food that Rick likes best is blackened chicken.
60	Ted is very good at bat.
60	Ted took shots with much skill.
60	Chad is so tall that he would make a good basketball player.
60	Look in Bob's chest for flashbulbs.
60	The queen stood tall and spoke with strength.
61	Len fills his chest with all the junk he finds.
61	Mr. Jones is in charge of the hunt.
61	They put the wild cats in a cage and took them to the zoo.
61	You should change into dressy slacks for the wake.
61	Most kids like playing sports.
61	Bring the basket with the rolls to this part of the room.
62	Bob fell on his face.
62	Good advice is hard to find.
63	Jen left for the vet with the cat in its cage.
64	Lance holds a grudge for a long time.

Red Words in Basic SLT

<u>Word</u>	<u>Step</u>	<u>Word</u>	<u>Step</u>	<u>Word</u>	<u>Step</u>
a	9	guy	5 8	swamp	4 0
almost	6 1	has	1 2	swan	4 0
any	4 2	here (hear)	5 2	swap	4 0
are	2 5	his	1 2	talk	7 4
as	9	into	3 0	the	1 2
autumn	7 4	is	9	they	4 2
been	3 8	John	3 0	to	2 2
blood	5 9	knight (night)	5 8	today	5 5
both	6 1	know (no)	5 7	tonight	5 8
build	2 4	known	5 7	too	2 9
built	2 4	listen	3 6	two	2 9
bull	2 8	loose vs. lose	5 9	use (yews, ewes)	5 4
bush	2 8	many	4 2	very	4 6
buy (by)	5 8	move	5 9	walk	7 4
can't (cannot)	3 1	mustn't	3 7	want	3 0
chalk	7 4	mutt	3 7	was	2 9
children	6 1	of	1 0	wash	3 0
choir	5 3	off	1 0	wasn't	3 1
clothes (close)	5 4	one (won)	5 2	watch	5 1
come	5 2	onto	3 0	water	4 0
could	6 0	people	7 1	were	2 9
could've	6 0	pour	6 9	weren't	3 1
couldn't	6 0	prove	5 9	what	6 5
do	2 2	pull	2 8	when	6 5
does	4 9	push	2 8	where	6 5
don't (do not)	3 1	put	2 8	which (witch)	6 5
done	4 9	rich	5 1	who	6 5
fasten	3 6	said	2 5	whole (hole)	6 5
flood	5 9	sandwich	5 1	why	6 5
four	2 6	school	5 9	won (one)	5 2
fourth	2 6	shall (exception)	1 4	won't (will not)	3 1
full	2 8	shoe (shoo)	5 9	would	6 0
ghost	6 1	should	6 0	would've	6 0
glisten	3 6	should've	6 0	wouldn't	6 0
goes	4 9	shouldn't	6 0	you	4 1
going	3 2	some (sum)	5 2	your (you're)	4 1
gone	4 9	such	1 6	yourself	4 1

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c, soft (in -nce -- dance)	62	203	e, silent, cumulative list		245
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