



MindPlay

Achieving Mastery:

Orton-Gillingham &
the Science of Reading

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Presenters

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Objectives

1. Explore the components of the Science of Reading & its importance in today's educational realm.
2. Understand how the *Orton-Gillingham* Method applies to present-day educators and curriculum-planning.
3. Review ways to best support teachers as they work to integrate technology in the classroom.
4. Discuss MindPlay's ongoing support of educators & research-based methods.



Introduction

- Low reading proficiency rates, exacerbated by interrupted learning, have made research-based solutions a top priority for educators.
- Many districts and schools do not have equitable access to instruction grounded in the science of reading.
- The pandemic only further intensified the opportunity gap and shined a light on the need for more individualized student support and instruction.
- As school leaders look for solutions to accelerate learning for all students, many are turning to the science of reading.

Today's Reading Challenges



Most general reading programs and instruction are not based on science.

25M kids in the U.S. cannot read proficiently.

Today's Landscape: Students Learning to Read

Learning to speak a first language is a natural process for children, but learning to read is not.

Children vary in reading ability and the skills they bring to the classroom, each requiring **individualized** and **differentiated instruction** to be successful.

The good news is we know more today about the essential elements of **effective reading instruction** than ever before—how children learn to read, the causes of reading difficulties, and how to prevent them.



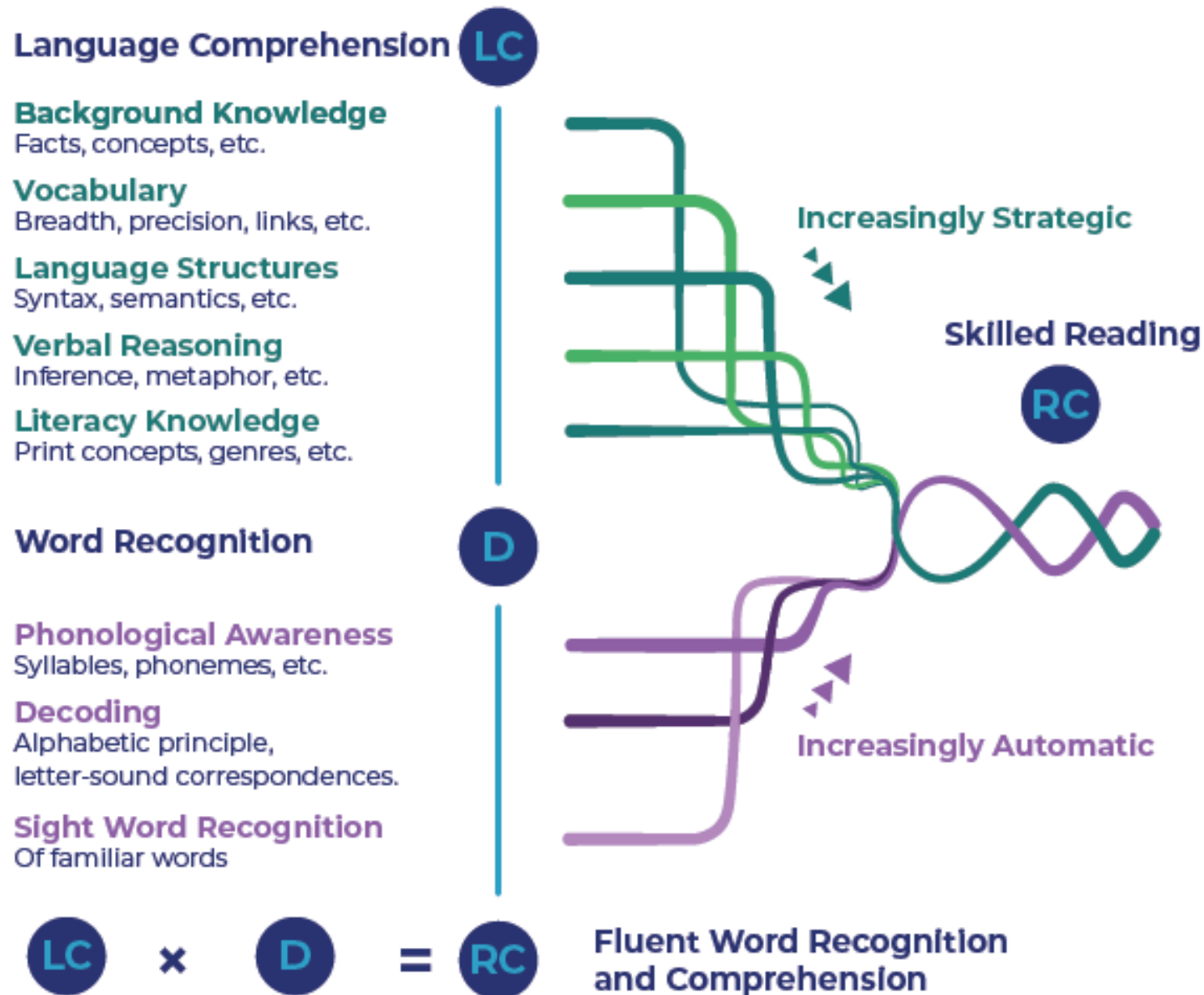
Scarborough's Reading Rope
&
The Simple View of Reading

Simple View of Reading

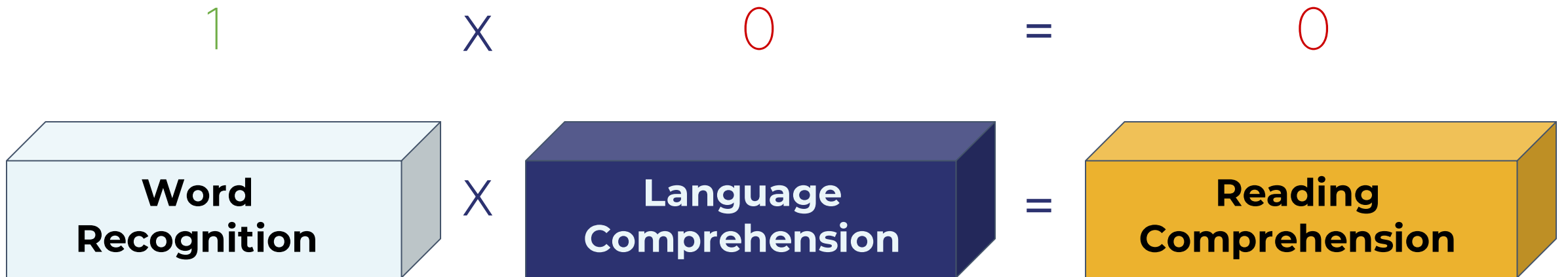
- Research-based framework used in the *Science of Reading*
- According to the **Simple View**, two cognitive capacities are required for proficient reading:
 1. Word Recognition
 2. Language Comprehension



Scarborough's Reading Rope



Simple View of Reading



Simple View of Reading



Simple View of Reading



Simple View of Reading



Empowering Educators
on the *Science of Reading*

What the *Science of Reading* is NOT...

A phonics program: Phonics is only one element of the larger body of knowledge.

A curriculum: Informs the most effective way to teach reading, word recognition (i.e., decoding) and language comprehension (i.e., meaning and context).

A set of curricular materials: It can't be adopted, audited, piloted, or bought.

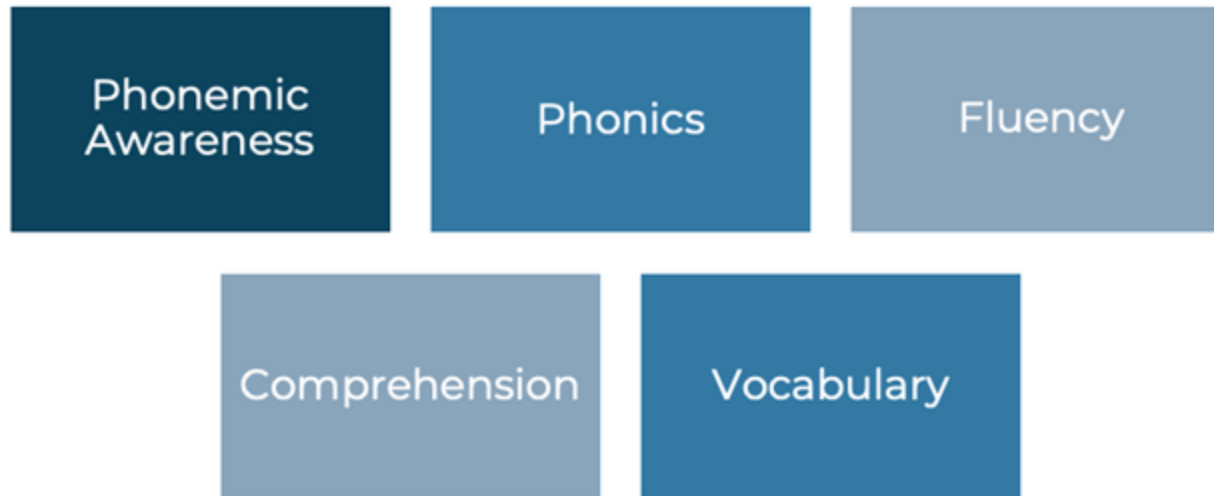


Breaking Down the *Science of Reading*

1. Evidence of what works best in reading instruction
2. Emphasizes key instructional practices that effectively support reading development
3. Influential in reshaping literacy education



5 Components of Effective Reading Instruction



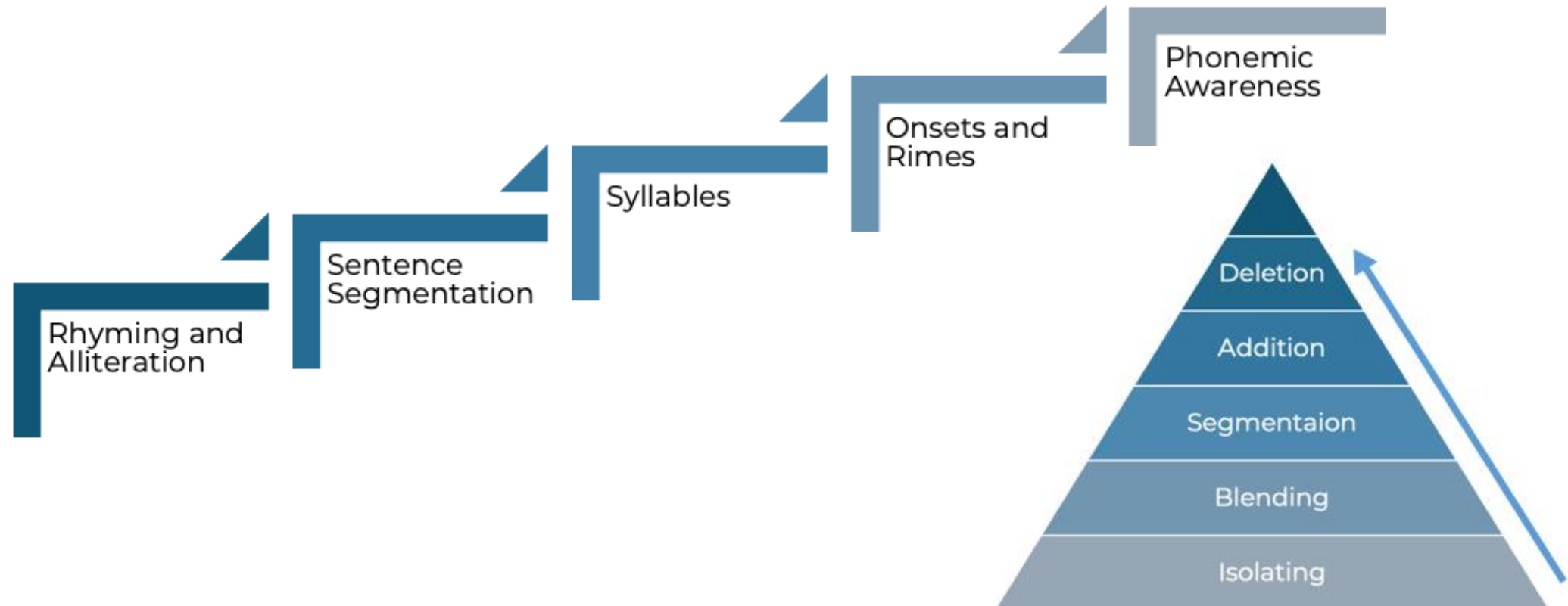
Teaching Phonemic Awareness is Important Because...

1. Sets the foundation for phonics
2. Predictor of early reading success
3. Prevents and remedies reading difficulties
4. Enhances spelling and reading comprehension
5. Supports vocabulary development



Phonological Awareness

The ability to recognize and manipulate sound structures of spoken language.



Teaching Phonics is Important Because...

1. Decoding skills
2. Reading fluency
3. Spelling and writing skills
4. Reading comprehension
5. Support for struggling readers
6. Building blocks for advanced literacy skills



Phonics

The relationship between letters and sounds in language.

Understanding how letters represent sounds and using that knowledge to decode written words during reading and encode words during writing.

What is the *Orton-Gillingham* Method?

A structured literacy approach backed by science.

A prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia.

Emphasizes the importance of teaching strategies “sequentially,” starting with the more common and predictable sound-symbol connections in English before moving on to more advanced and less predictable concepts.

Why is *Orton-Gillingham* Effective?

Multisensory

Systematic
& Structured

Individualized
& Diagnostic

Cumulative

Direct
Instruction

Emphasizes
Understanding
Over Memorization

Continuous Feedback
& Positive
Reinforcement



How Does the *Orton-Gillingham* Approach Work?

1. Assess
2. Group
3. Skill-focused Instruction
4. Reassess
5. Re-teach (as needed)



Teaching Fluency is Important Because...

1. Efficient reading
2. Improved comprehension
3. Increased stamina and motivation
4. Confidence building
5. Basis for higher-level skills



Fluency

- A bridge between **decoding words** and **understanding** them.
- Reading with speed and accuracy to support comprehension.
- Involves **automaticity in word recognition**, comprehension, and prosody.



Teaching Comprehension is Important Because...

1. Academic success
2. Critical thinking skills
3. Vocabulary development
4. Engagement and motivation
5. Real-world application



Comprehension

The main goal of reading: To understand and make meaning from what has been read. Having strong decoding skills, reading fluency, and vocabulary lay the foundation for comprehension to occur.



Teaching Vocabulary is Important Because...

1. Comprehension
2. Academic success
3. Critical thinking skills
4. Expressive language skills
5. Reading fluency
6. Cultural literacy
7. Lifelong learning



Vocabulary

1. Understanding of individual word meanings in a text.
2. Plays a critical role in reading comprehension and overall literacy development.
3. A robust vocabulary helps readers make sense of text, access new information, and communicate effectively.



3 Tiers of Vocabulary

Tier 1 – Basic words that most children know naturally (e.g., book, girl, sad).

Tier 2 – High-frequency words for mature language users; these words often appear across subjects and are crucial for academic success (e.g., analyze, establish, verify).

Tier 3 – Subject-specific words that are generally specific to a domain or field (e.g., photosynthesis in science, feudalism in history).



Vocabulary Teaching Strategies

Use of Technology & Multimedia: Digital tools and multimedia can enrich vocabulary learning by providing dynamic contexts for word learning through videos, interactive games, and online dictionaries and thesauruses.



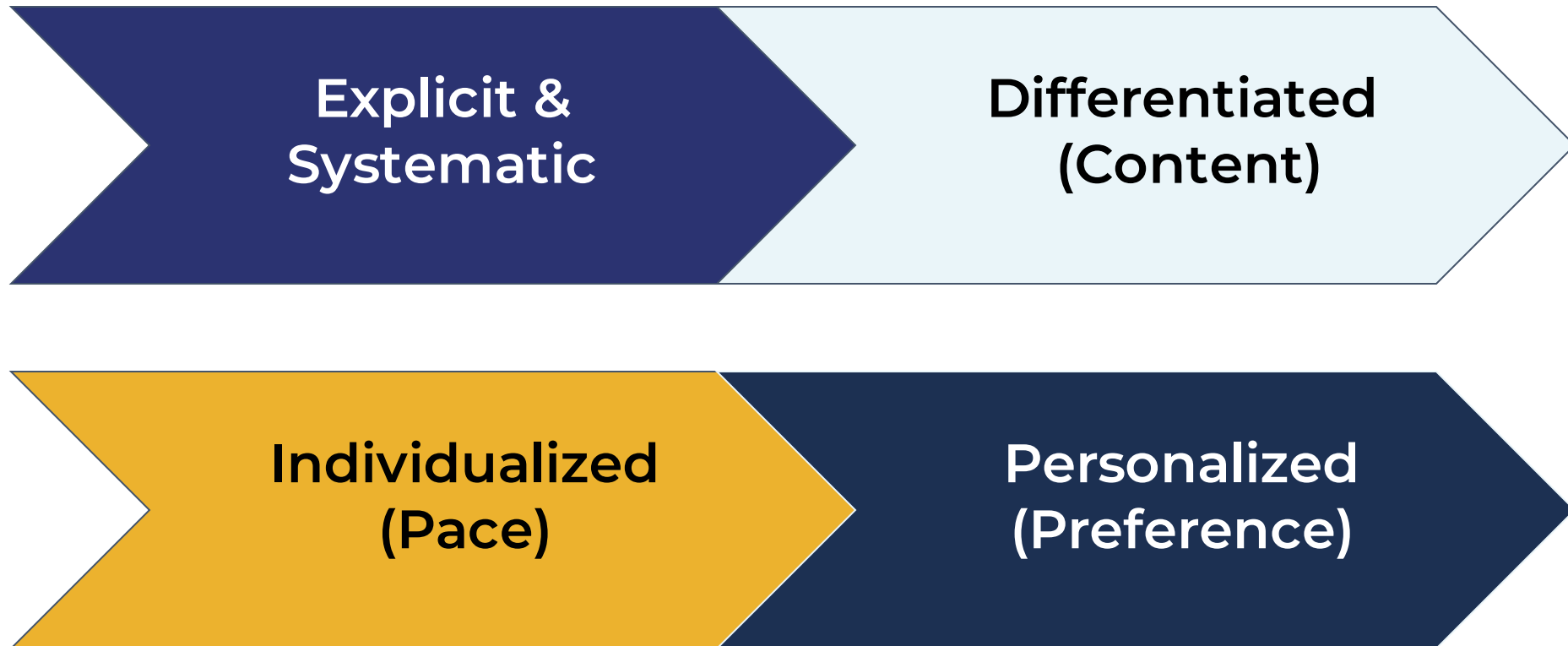
Engaged Learners

1. Educational equity for all students cannot be achieved without instructional equity.
2. MP Structured Literacy solutions apply the science of reading into practical classroom instruction.
3. Delivers explicit, systematic, cumulative, diagnostic, and responsive instruction.
4. Proven effective at scale in diverse school settings and meets the rigorous eligibility and accountability standards for ESSA.



Instructional Strategies

Components of Effective Instruction



MindPlay's Instructional Strategies



Maximizing Learning Outcomes

Ways to Group Students to Maximize Learning Outcomes

Skill-Based Grouping

- Assessment-Driven
- Group students based on similar skill needs.

Flexible Grouping:

- Adjust groups regularly
- Responsive instruction

Groups That Foster Personalization & Empowerment

1. **Mixed Grouping:**

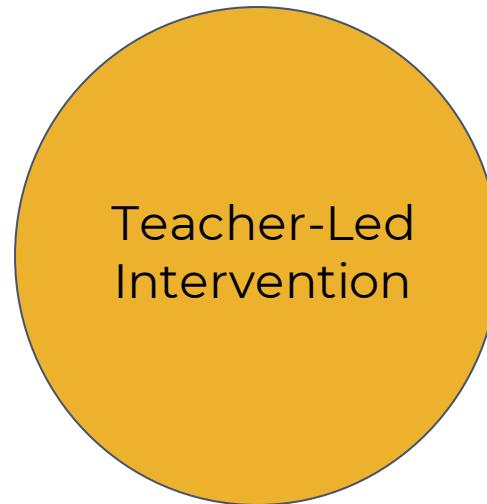
- Combine students of varying skill levels
- Fosters a collaborative learning environment

2. **Interest-Based Grouping:**

- Group students by their interests
- Enhances vocabulary and comprehension
- Increases motivation and engagement

Ways to Implement Groups

Reading Centers: Implement centers that allow students to rotate through different activities.



Ways to Implement Groups

Use of Technology:

Incorporate adaptive learning technologies that can group students automatically based on their performance in real-time.

Such tools provide personalized reading experiences that align with each student's unique learning trajectory.

Recommended Lessons for Small Group Instruction

When lesson time exceeds the programs expectation, teacher intervention can help.

Group 1: Phonics (24. tch, dge)

[Phonics Support Sheet page\(s\)](#)

Group 2: Phonics (19. ch)

[Phonics Support Sheet page\(s\)](#)

Group 3: Phonics (37. 2 syllable tion (shun))

[Phonics Support Sheet page\(s\)](#)

Active Lessons by Student

This table shows only students who are currently working within an assigned lesson. Students must have usage in a lesson to be noted in the table below. Students who have exceeded the expected time required to complete a lesson may benefit from teacher intervention.

Grade 5

Student	Module / Lesson	Lesson Time*
	Phonics (51. ear, eer)	
	Phonics (29. silent e, ee)	
	Phonics (24. tch, dge)	
	Grammar (4. Proper Nouns)	
	Phonics (34. Plural s, es)	
	MPAC (23. short u)	
	Phonics (19. ch)	
	Grammar (5. Action Verbs)	
	Phonics (25. 2 syllable, compound words)	

Signals

Dyslexia Screening

- Typically K-2
- Early identification of at-risk students

Benchmark Testing

- Aids in communication with families and administrators
- Accountability

Progress Monitoring

- Data to determine progress and drive interventions
- Re-teach and differentiate

How MindPlay Support Teachers

- ★ Classroom of “1”
- ★ Provides individualized instruction by adapting to each student’s specific needs
- ★ Alerts teachers when students are struggling with a particular skill

When Should a Student's Knowledge Journey Begin?

The research is clear: a student's knowledge journey should begin in kindergarten.

They must begin reading to learn as they are learning to read so they are prepared to pull meaning from unstructured texts.

High-quality materials are the first step to shift towards a comprehensive approach that focuses on building and supporting every student on the path to literacy success.

MindPlay makes it easier for teachers & administrators to understand and apply the core principles of the science of reading to transform literacy instruction.



How to Support Teachers with Implementation of Technology

Supporting Teachers Matters. Here's Why...

- Facilitates the effective use of technology in the classroom.
- Enhances teaching and learning outcomes.
- Helps teachers feel more confident in integrating new technologies into their teaching practices.



How Can You Support Teachers?



- (1) Establish a **Technology Integration Plan**
- (2) Set **Clear Goals** and Expectations



How Can You Support Teachers?



(3) Provide **Professional Development**

(4) Encourage **Collaboration**



How Can You Support Teachers?



(5) Facilitate **Access to Resources**

(6) Evaluate and **Adjust**



Coming This Fall to MindPlay

Decodable Books

- High Interest
- Application of skills
- Contributes to overall improved fluency

Personalized Library

- High interest text at Lexile Level
- Personalized Reader

Signals

- Oral Reading Fluency and Retell

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**Want to keep the conversation going with Dr. Meredyth Kealey,
feel free to email her at mkealey@mindplay.com**

Thank You!

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