


## IMSE COMPREHENSIVE ORTON-GILLINGHAM

### Texts, Readings, Instructional Resources, & Required Assignments

- *Training Manual* by the Institute for Multi-Sensory Education
- *Assessment Manual* by the Institute for Multi-Sensory Education
- *Syllable Division Word Book and Syllable Division Cards* by the Institute for Multi-Sensory Education
- *Recipe for Reading* by Nina Traub and Francis Bloom
- *Interventions for All: Phonological Awareness* by Yvette Zgonc
- Phoneme/Grapheme Card Pack
- Plastic Screen, Sensational Sand, Blending Board
- 5 Learning Outcomes to be done outside of class time



### Sequence Chart

- c (cat)
- o (octopus)
- s (apple)
- d (dog)
- g (go)
- m (moon)
- l (log)
- h (hat)
- t (turtle)
- Reviewing CVC Words
- i (igloo)
- j (jig)
- k (kettle)
- p (pig)
- ch (chair)
- u (umbrella)
- b (bat)
- r (rabbit)
- f (fish)
- n (nail)
- e (elephant)
- s (sun)
- sh (shoe)
- th (that)
- w (wag)
- wh (whale)
- y (yarn)
- v (vase)
- x (box)
- z (zebra)
- th (thumb)
- Review Consonant Digraphs
- qu (queen)
- Review Tests (CVC Words)
- Two-Syllable Compound Words
- Spelling Rule fr-l-s-z-z
- Open/Closed Syllable (O/C); Syllable Pattern: VC/CV, V/CV
- Detached Syllables
- Review Tests- Detached CVC Syllables
- Syllabication Method
- Initial Consonant Blends
- Final Consonant Blends
- Review Tests-Consonant Blends
- Multisyllabic Words and Blends
- Syllable Pattern: VCVC
- ng and rk Endings
- Suffix ed
- Magic e (ME)
- Magic e (a-e, e-e, i-e, o-e, u-e)
- Review Tests - Magic e
- ph (phone)
- ck (black)
- Vowel Team (VT)
- ea (eat)
- oa (soap)
- ai (mail)
- ee (tree)
- ay (play)
- oe (toe)
- Review Four Kinds of Syllables
- Spelling for k, ck, ke
- Bossy r (BR)
- er (term)
- ir (bird)
- ur (burn)
- Diphthong (DT); Syllable Pattern: VV

### Sequence Chart (continued)

- ow (clown)
- ou (cloud)
- igh (light)
- Consonant le (C-le)
- Endings: -ble, -fle, -tle, -dle, -gle, -kle, -ple, -zle
- Endings: -y, -ly, -vy, -by, -dy, -ly, -ly, -ny, -py, -sy, -my
- ild, old, ind, oit, ost Words
- ar (star)
- or (horn)
- oo (zoo)
- y as a Vowel
- Hard - Soft c
- Hard - Soft g
- ge, -dge
- Review tests Hard-Soft c and g
- aw (straw)
- au (August)
- a (ball)
- oi (oil)
- oy (boy)
- tch (catch)
- Affixes
- 3 Great Rules
- Dividing between Two Vowels
- ing as an ending
- VCVC and VCe Spelling Rules
- ew (grew)
- ew (few)
- eu (feud and neutral)
- eigh (eight)
- ei (vein)
- ie (chief)
- ei (ceiling)
- ue (rescue)
- ue (true)
- Schwa
- tion (action)
- sion (division)
- ow (snow)
- ea (head)
- ea (great)
- oo (good)
- ou (group)
- ch (school)
- ch (machine)
- s (is)

### Beginning Reading Skill Assessment

#### Sound Recognition of Lowercase Letter

b	ch	m	k	a
e	f	d	z	h
n	i	qu	s	x
j	o	l	g	v
wh	y	w	sh	r
p	c	th	t	u

T: Point to each letter  
 S: State the sound of the letter  
 T: Mark each response according on the Alphabet Awareness Record Sheet

**Please note:** Teachers can tell students to state the sound(s) they know for the vowels. Circle the breve/short ( ) and/or the macron/long ( — ) if they provided that sound. Do the same for hard and soft /th/.

Total: \_\_\_\_\_/36

### ALPHABET AWARENESS RECORD SHEET

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Say, not sing, the alphabet																										
Recognize Capital																										
Recognize Lowercase																										
Write capitals																										
Write Lowercase																										

State sound	C	O	A	D	G	M	L	H	T	I	J	K	P	CH	U	S	R	F	N	E	S	SH	TH	W	WH	Y	V	X	Z	OU

\*Short and long vowel sounds      \*\* Hard and soft "th" sound

**Purpose of Writing the Alphabet**  
 Left/right orientation     yes     no  
 Cross the midline         yes     no  
 Spacing                     yes     no  
 Sequence                   yes     no  
 Differentiation between capital and lowercase     yes     no  
 Reversals                   yes     no

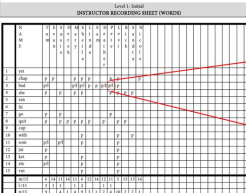
**Notes**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher: _____	School: _____	Date: _____
STUDENT AWARENESS RECORD SHEET		
Name: <b>Pete</b>	Class: _____	Year: _____

1. c	26. n
2. u	27. e
3. o	28. s
4. b	29. sh
5. g	30. th
6. m	31. w
7. l	32. wh
8. h	33. y
9. t	34. v
10. e	35. x
11. j	36. N
12. k	37. th
13. q	38. qu
14. ch	39. a
15. u	40. i
16. d	41. i
17. r	42. o
18. f	43. u

Level: \_\_\_\_\_    Date: \_\_\_\_\_    Score: \_\_\_\_\_    Total: \_\_\_\_\_

**Level 1: Initial**  
INSTRUCTOR RECORDING SHEET (WORDS)



Example student response for assessment of words.

Teacher dictated the word "bed."

Pete wrote deb

Instructor Recording Sheet (Sentences)

**Level 1: Initial**

Sentence 1: The lid is so hot. (1) point per capital **1** / 1  
 C. Capitalization (1) point per capitalized and proper nouns  
 D. Organization (1) point **0** / 1  
 E. Punctuation (1) point **0** / 1  
 F. Fluency (1) point for each correctly spelled word  
 G. Spelling (1) point for each correctly spelled word

**COPS Total Score: 4** / 11

Number of incorrect red words: **4** Record incorrect red words: **h spelled incorrectly**

Number of incorrect green words: **0** Record incorrect green words:

Sentence 2: Did he and Sam get the rug wet?

(1) point per capital **1** / 2  
 C. Capitalization (1) point **1** / 2  
 D. Organization (1) point **1** / 1  
 E. Punctuation (1) point **0** / 1  
 F. Fluency (1) point for each correctly spelled word  
 G. Spelling (1) point for each correctly spelled word

**COPS Total Score: 9** / 12

Number of incorrect red words: **0** Record incorrect red words:

Number of incorrect green words: **0** Record incorrect green words:


Student Reading Assessment and Record Sheet

Each student must read words and sentences to the teacher individually.

Green Words (may be sentence words)	Red Words
1. yet	1. is
2. ship	2. the
3. bed	3. my
4. she	4. of
5. ran	5. and
6. he	6. from
7. go	7. does
8. quit	8. they
9. cup	9. said
10. with	10. what
11. som	
12. got	
13. best	
14. ze	
15. wit	
Total _____ / 15	Total _____ / 10

Sentences

1. The lid is so hot.	Total _____ / 5
2. Did he and Sam get the rug wet?	Total _____ / 8



**Mastered Concepts**  
(80% or more)

c u v  
 g r x  
 m f z  
 l n th (soft)  
 h s a (long)  
 t th (hard) o (long)  
 j w  
 k wh  
 ch y

**Errors**  
(Less than 80% mastery)

Phoneme/Grapheme (P):  
 c, a, d, l, b, e, sh, qu, e (long), i (long), u (long)

Letter Formation (L):  
 p, b

Red Words:

Strategies for Implementation

Group 1: \_\_\_\_\_

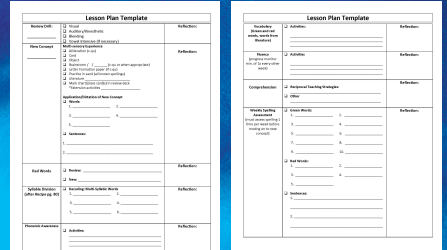
Group 2: \_\_\_\_\_

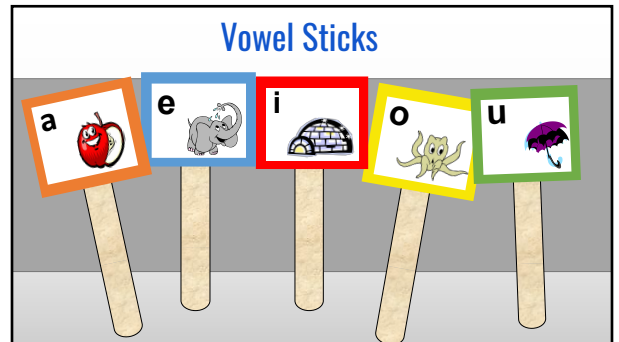
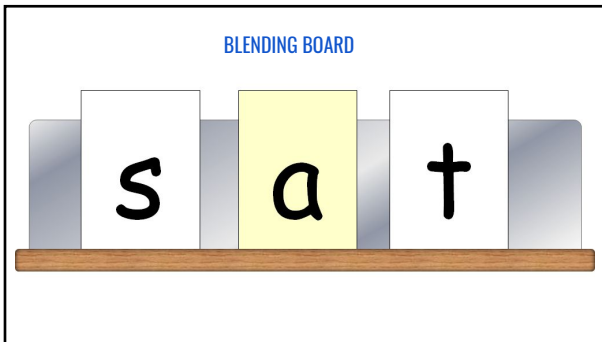
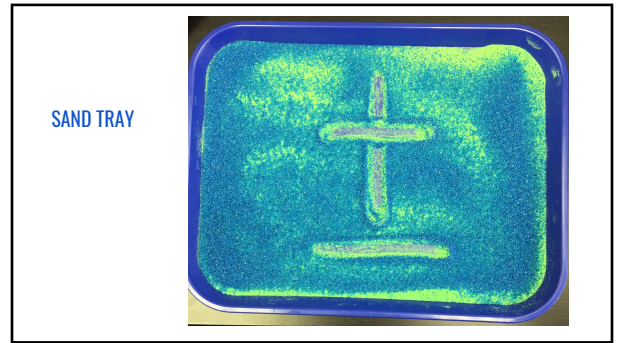
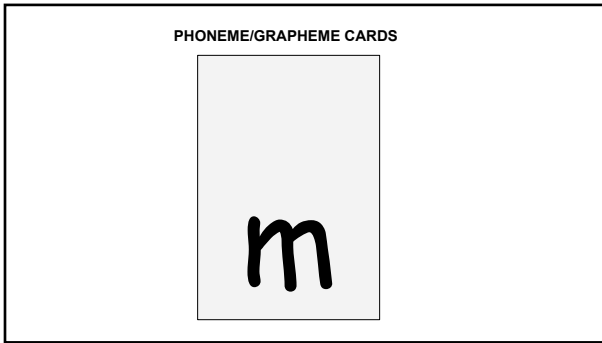
Group 3: \_\_\_\_\_

**THE IMSE ORTON-GILLINGHAM OUTLINE**

- I. Three Part Drill
  - A. Visual
  - B. Auditory/Kinesthetic
  - C. Blending
  - \*\*\*Vowel Intensive
- II. Teaching a New Concept
  - A. Multi-Sensory Experience
  - B. Application of a New Concept
    1. Write words- Fingertapping sounds
    2. Write sentences- pounding syllables
- III. Decoding and Learning Center Activities
  - A. Phonological Awareness
  - B. Decoding: Multi-syllabic word
  - C. Vocabulary
  - D. Fluency
- IV. Red Words
  - A. Review of learned Red Words
  - B. Introduction of new Red Words
- V. Comprehension
  - A. Reciprocal Teaching
  - B. Metacognition

**LESSON PLAN TEMPLATE**





**Teaching a New Concept (c-qu)**

I. **MULTI-SENSORY EXPERIENCE**

- (T) Show new card and inform (S) of letter(s) name and sound

(S) Repeat (ex.: "c says /k/"). Use a mirror to see and feel position of lips, teeth, and tongue. Discuss whether sound is voiced or unvoiced.

(T) Show position of letter in the alphabet. Discuss whether letter is consonant or vowel

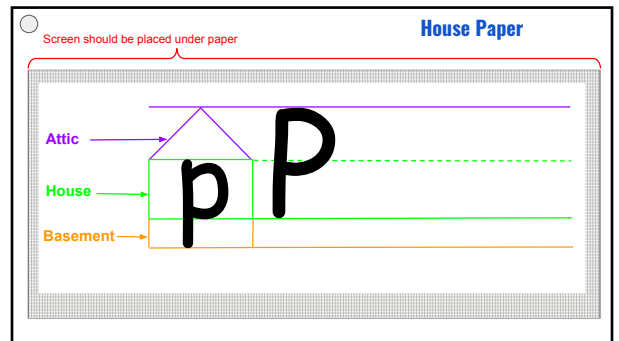
(T) Show object (ex. cotton balls) which will be used as an activity
- (T) Teach letter formation – Use provided large house paper with direction and starting points

  - \*Use screen and green crayon
  - \*You may progress to the smaller house paper
  - \*Teach capitals and lower-case, if capitals are not yet learned
- (S) Brainstorm words beginning with the letter and sound

(T) Write the brainstormed words on chart paper

  - \*For short vowels, have the students brainstorm word families or rhyming words containing the vowel sound
- (T) Dictate sound(s)

(S) Practice letter formation in other ways (ex.: sand, sky writing, dry erase boards, house paper, glue dots, green crayon bumps, etc.)
- (T) Read book – ex. The Very Hungry Caterpillar – Have (S) listen for words containing the new sound!
- (T&S) Mark Phoneme/Grapheme chart and place card in review deck



## After Teaching "d" .....

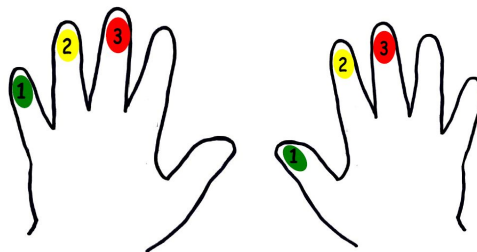
### Three Part Drill (Review)

- Visual:** Show cards in random order
  - Auditory/Kinesthetic:** Use phoneme/grapheme chart, dotted letter, grid, screen, green crayon
  - Blending:** VC and CVC card set up
- \*\*\*\*\* Vowel Intensive: Use tents or sticks

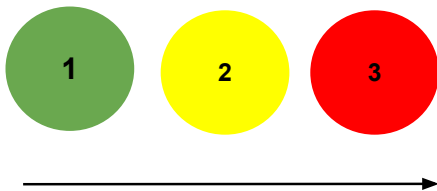
### Application/Dictation of Word (fingertapping)

- (T) state word: example: dad
- (T) use word in a sentence
- (T) state word while pounding, model fingertapping (if appropriate), then pound word
- (S) state word while pounding  
(S) Fingertap word with off - hand and pound word  
(S) Write word on appropriate paper, check, rewrite (use visual cues if necessary)  
(S) read all words to practice fluency

## Fingertapping



## Fingertapping



## Sample Lesson Dictation (Words)

1.	a	d							
2.	a	d	a	a					
3.	c	o	a						
4.									
5.									





Words

1.	ad								
2.	dad								
3.	cod								
4.									
5.									

Re-Write

## After Teaching "t" Sentence Dictation

(can have students write their own sentences)



- Students are able to write sentences. Provide word lines with visual cues.
  -  = mountain for capital
  -  = punctuation
  -  = red words
  -  = word line
- Begin implementing CUPS for self editing

Capitalization  
 Understanding  
 Punctuation  
 Spelling



- (T) State the sentence: ex. "The lid is hot."
- (T) Pound syllables in the sentence with off hand
- (T & S) Pound syllables in the sentence
- (S) Pound on their own
- (T) Model pointing to word lines while saying sentence
- (S) Point to word lines while saying sentence. Write sentence, fingertapping words (if necessary), check using CUPS, rewrite sentence
- (S) Read all words to practice fluency

## Sentence Dictation

 Tom had the  
 cat   
 Tom had the cat.

C  
 U  
 P  
 S

Lesson for the week  
(closed/open)

**MONDAY**

**I. Three-part drill (c-ss, ll, ff, zz)**

**1. Visual**  
T: Flash cards  
S: State name and sound or just sound

**2. Auditory/Kinesthetic**  
T: State sound using phoneme/grapheme chart  
S: Repeat, write letter kinesthetically, name letter and sound

**3. Blending**  
T: Have cards in CVC format  
S: Blend together

**\*\*\*Vowel Intenshe\*\*\***  
T: State learned vowel sounds, first in isolation, then as VC, then CVC  
-ex: a, ad, dad  
S: Repeat sound, hold up or mark visual, name letter and sound

**II. New Concept (closed/open)**

**1. Multi-Sensory Experience (Teaching a New Concept - See Masters)**

**2. Application/Dictation of New Concept**

a. **Words (5) pg. 59 Backlog:**  
bi hi go  
pa fam

b. **Sentences (2) pg. 59 Backlog:**  
Did she go to the hotel?  
Did Ben say hi when he met the men?

c. **S:** Create two sentences using (closed/open syllable) dictation words

Lesson for the week  
(closed/open)

**TUESDAY  
&  
WEDNESDAY**

**Tuesday**

**I. Red Words**  
1. Review (3) – most, watch, bye  
2. Introduce (2) – could, friend

**II. Additional Application of words and sentences containing (closed/open syllables)**

**III. Other:**  
1. Decoding  
2. Phonological Awareness  
3. Fluency

**Wednesday**

**I. Three-part drill (review)**

**II. Other**  
1. Teach syllable Division (5-10 words) choose words which follow Pattern 1 or 2: unit, ego, mitten, polo, tennis, robot  
2. Vocabulary – from spelling list, brainstormed words, reading selection  
3. Fluency

**III. Red Words (5) – most, watch, bye, could, find**  
1. Continue instruction with review or teach new words  
2. Extension activities

**IV. Comprehension**

Lesson for the week  
(closed/open)

**THURSDAY  
&  
FRIDAY**

**Thursday**

**I. Practice spelling test – phonetic concept and red words**

**II. Other:**  
1. Decoding  
2. Phonological Awareness  
3. Vocabulary  
4. Fluency

**III. Red Word Review**

**Friday**

**I. Three-part drill - review**

**II. Test - phonetic concepts, red words, vocabulary**

**III. Other**  
1. Decoding  
2. Phonological Awareness  
3. Vocabulary  
4. Fluency

**IV. Comprehension**

Thursday Pre-Test

- be
- can
- hi
- rip
- raven
- most
- watch
- bye
- could
- friend

Friday Test

- he
- van
- she
- flip
- basic
- most
- watch
- bye
- could
- friend

**Syllable Division Patterns and Types**

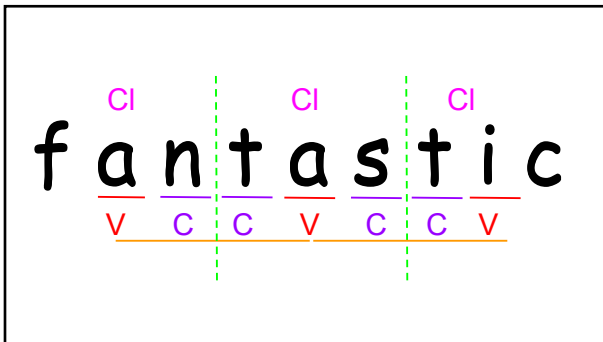
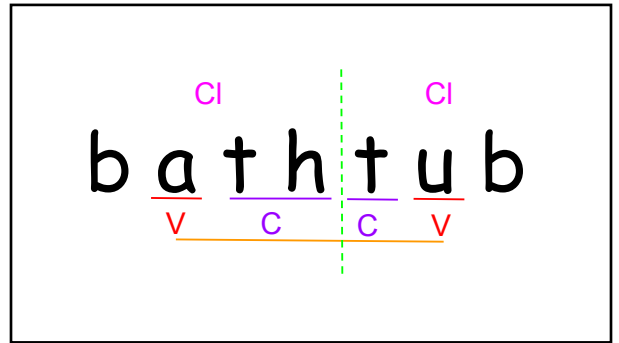
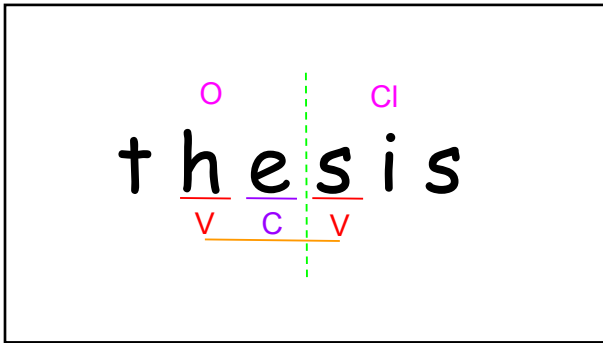
<u>SYLLABLE DIVISION PATTERNS</u>	<u>SYLLABLE TYPE</u>
1. VC/CV	1. Closed Syllable CI
2. V/CV	2. Open Syllable O
3. VC/V	3. Magic e ME
4. V/V	3. Vowel Team VT
	5. Bossy R BR
	6. Diphthong DT
	7. Consonant -le C-le

**Introduction Multi-Syllabic Words**

**How to Decode**

- Find the first two vowels (vowel sounds), underline them, and label with a V.  
V\_\_V
- Draw a line (bridge) connecting the bottom of the two V's, ex.  
V\_\_V
- Underline and label each consonant with a C above the bridge. If there are three or more consonants, some consonants go together as one (digraphs or blends) -  
Example: b a t h s u b  
                  V C CV
- Have student find pattern and divide word into syllables
- Have S label each syllable type (CI, O, ME, VT, BR, DT, C-LE)
- Have S read each syllable, then blend together into word
- Check for comprehension or refer to dictionary for meaning

**\*\*\*Remember\*\*\***  
If two consonants are in the middle of a word, split the word between the two consonants. (Exception: if the two consonants are a digraph (-sh, -ch, -th) they cannot be split.) If there are three or more consonants, some letters go together as one consonant unit (look for known digraphs or blends).



### Learning a Red Word


● Teacher has sentence prepared and red word underlined in red.  
 (Word and sentence should be prepared on blank sheet of paper ahead of time.)

- (T) present word, modeling how to write it on the red word paper
- (T&S) write red word on paper with screen underneath  
 (S) show teacher the word

For longer words— chunk groups of letters to facilitate memory  
 (T) underline parts of word with red crayon  
 (S) copy underlined word parts on their paper

- (T&S) Stand up. Hold up red word in opposite hand. Arm tap word 3 times, naming each letter  
**Left-handed:** place left hand on right wrist, tap to right shoulder  
**Right-handed:** place right hand on left shoulder, tap to left wrist
- (T&S) trace crayon bumps with finger, naming letters, 3 times
- (T&S) place screen over paper and trace word, naming letters, 3 times
- (S) turn paper over. Write word without screen 1 time and hold up word for a teacher to check.  
 (S) write word 2 more times
- (S) write an original sentence in pencil and underline red word with red crayon

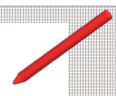
**Reviewing Red Words**  
 Throughout the course of the week, review red words by arm tapping each red word one time. Students may need to look at their words while reviewing, but should progress to spelling from memory.



Red Word Paper (front)

Screen should be placed under paper.

3



toward

toward

toward

toward

Sentence

He ran toward the house.

Red Word Paper (back)

### LESSON PLAN CHECKLIST


#### Learning a Red Word

1. If the word is a red word, it is a word that is not in the red word list.
2. If the word is a red word, it is a word that is not in the red word list.
3. If the word is a red word, it is a word that is not in the red word list.
4. If the word is a red word, it is a word that is not in the red word list.
5. If the word is a red word, it is a word that is not in the red word list.
6. If the word is a red word, it is a word that is not in the red word list.
7. If the word is a red word, it is a word that is not in the red word list.
8. If the word is a red word, it is a word that is not in the red word list.
9. If the word is a red word, it is a word that is not in the red word list.
10. If the word is a red word, it is a word that is not in the red word list.

#### How to Decode

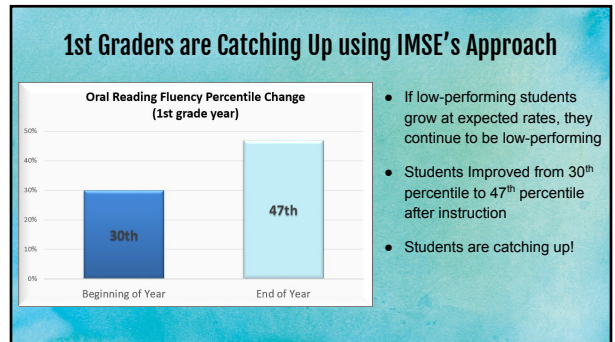
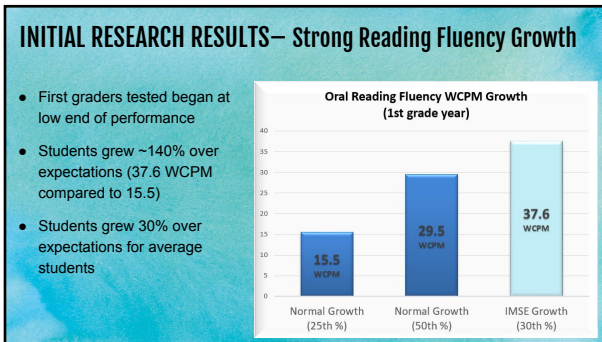
How to decode new red words:

1. Look for the first vowel sound in the word.
2. Look for the first consonant sound that comes before the vowel sound.
3. Look for the first consonant sound that comes after the vowel sound.
4. Look for the first consonant sound that comes before the second vowel sound.
5. Look for the first consonant sound that comes after the second vowel sound.
6. Look for the first consonant sound that comes before the third vowel sound.
7. Look for the first consonant sound that comes after the third vowel sound.
8. Check for any consonant pairs or digraphs for meaning.



### Sample Orton-Gillingham 30 Minute Lesson Format for 5 Days (c-cc)

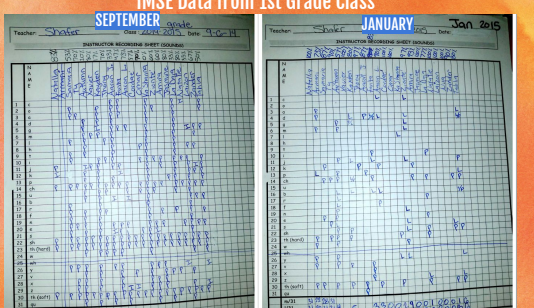
Monday	Tuesday	Wednesday	Thursday	Friday
<b>1. Warm-up</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other	<b>1. Warm-up</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other	<b>1. Warm-up</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other	<b>1. Warm-up</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other	<b>1. Warm-up</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other
<b>2. Instruction</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other	<b>2. Instruction</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other	<b>2. Instruction</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other	<b>2. Instruction</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other	<b>2. Instruction</b> 1. Phonics 2. Spelling 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Math 8. Science 9. Social Studies 10. Art 11. Music 12. Physical Education 13. Health 14. Character Education 15. Other
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### IMSE Data from 1st Grade Class

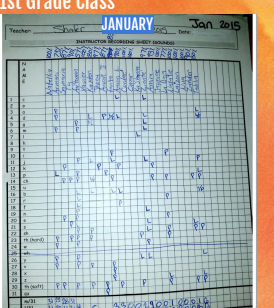
Teacher: *Shelley* Date: *Jan 10, 2015*

INSTRUCTOR RECORDING SHEET (CLASS)



Teacher: *Shelley* Date: *Jan 10, 2015*

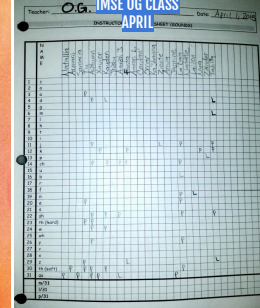
INSTRUCTOR RECORDING SHEET (CLASS)



### IMSE OG CLASS

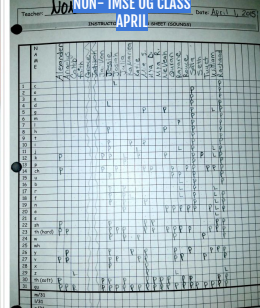
Teacher: *Orta* Date: *April 1, 2015*

INSTRUCTOR RECORDING SHEET (CLASS)



Teacher: *Non-IMSE OG CLASS* Date: *April 1, 2015*

INSTRUCTOR RECORDING SHEET (CLASS)





## IMSE INTERMEDIATE ORTON-GILLINGHAM

The Intermediate course is primarily geared toward upper elementary aged students and/or students who lack a basic knowledge of orthography, morphology, and vocabulary. This course is applicable for all three tiers of RTI.

Participants will learn:

- Higher level spelling rules
- Syllabication patterns for encoding and decoding
- Assessment
- Morphology- affixes, Latin and Greek bases
- Vocabulary
- Guidelines for weekly lesson plans

## IMSE INTERMEDIATE ORTON-GILLINGHAM

- *IMSE Intermediate Training Manual*
- *Unlocking Literacy* by Marcia Henry
- *Vocabulary Handbook* by Diamond and Guttlohn
- *IMSE Encoding and Decoding Teacher Guide and Student Workbook*
- *How to Teach Spelling* by Rudjinsky and Haskell
- *IMSE Morphology Card Pack*
- *OG Weekly*
- *3-week trial of IOG* (available for purchase after trial)

## IMSE INTERMEDIATE TRAINING OUTLINE

- I. Encoding/Decoding
  - A. Assessment
  - B. Multi-sensory comprehensive review
  - C. Syllable division and encoding
  - D. Lesson plans
- II. Morphology
  - A. History
  - B. Layers of the English language
  - C. Lesson demonstration and practice
  - D. Activity suggestions/templates
- III. Vocabulary
  - A. Research
  - B. Assessment
  - C. Foundations of instruction

## 12 QUESTIONS

- Circle the correct spelling:  
diphthong      difththong      dipthong      dipthhong
- List all ways to spell /k/ in the English language.
- A student wrote: "She was staring at me from across the restaurant." Is that correct? Why or why not?
- Describe the difference between a digraph and a blend.
- How many base words contained in the word "football"?
- Identify the origin of the following words: microscope, unhappy, tractor, eruption.
- How many phonemes are in "phonics"?
- How many syllables are in "personification"?
- What is the fourth phoneme in "antlepp"?
- List some facts you may know about Greek and Latin bases.
- Circle the schwa in the words: ago, banana, bacon, multiple.
- How many morphemes are in the word "indestructible"? What are they?



SYLLABLE TYPE	LABEL	DEFINITION	SYLLABLE EXAMPLE
Closed	Cl	Syllable with a short vowel ending in a consonant	hob
Open	O	One vowel with a long vowel phoneme and no consonant after the vowel	ba
Magic e	ME	Vowel, consonant, e at end. Has power to make vowel say its name but magic e does not make a sound	ate
Vowel Team	VT	Two vowels working together to produce the long vowel phoneme	may
Bossy r	BR	R follows a vowel(s), it controls the vowel sound	ster
Diphthong	DT	Two vowels working together to produce a gliding vowel sound, not long vowel sound	spot
Consonant le	C-le	A consonant followed by le at end of a word or syllable	ble

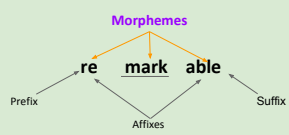
## LAYERS OF THE ENGLISH LANGUAGE



## MORPHEMES

Morphemes are minimal units of meaning

- smallest possible string of sounds that still has meaning and cannot be reduced any further
- a morpheme can consist of as little as one sound



Morphemes

Prefix: re    mark    able: Suffix

Affixes: re, mark, able

## ONGOING SUPPORT FOR IMSE ORTON-GILLINGHAM TRAINED TEACHERS



## IMSE SUPPORT

OG WEEKLY

IMSE VIDEO LIBRARY

INTERACTIVE OG

ONLINE REFRESHER VIDEO

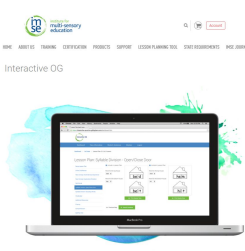
CONSULTATIONS  
VIRTUAL & IN-PERSON

IMSE PRACTICUM

IMSE JOURNAL

IMSE SOCIAL MEDIA  
(Facebook, Pinterest, Twitter)


IMSE Workbooks  
and Classroom Kits



### INTERACTIVE OG


- Online lesson planning tool
- Assessment
- Differentiation
- Accommodations
- Comprehensive

## IMSE WORKBOOKS



**TEACHER DICTATION:  
WORDS & SENTENCES.**

**Level 1 - A:  
C- OPEN SYLLABLES**



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We'll be glad to provide the knowledge and support to promote individual reading excellence.

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OUR GOAL IS TO EMPOWER YOU,  
so you can achieve your  
professional goals, and in turn,  
help us achieve our mission.

