

**Course Code:** ARTS 1106C

**Course Title:** Orton Gillingham Literacy Instructors Training course

**Delivery Method:** On campus and in person

Course Details	
Number of Weeks	2
Lecture Hours/Week	30
<b>Total Course hours</b>	<b>60</b>
Out of course work	
Average 1 hr/day	60

Trainer Details	
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## Course Description

This intensive 90-hour course equips educators, tutors, and parents with the skills to teach reading and writing using the Orton-Gillingham approach, a structured, multisensory, and science-based method proven effective for learners at all levels, including those with dyslexia.

Students will learn to apply a trauma-informed, individualized instructional framework that connects letters and sounds through multi-sensory modalities. The Orton-Gillingham method emphasizes explicit, direct, sequential, and systematic instruction, making it accessible and adaptable for both classroom and one-on-one settings.

Throughout the course, students will:

- Master techniques for teaching phonemic awareness, decoding, encoding, and syllabication.
- Explore spelling rules, sentence structure, and morphology (prefixes, suffixes, roots).
- Learn to personalize instruction for diverse learners, including those who struggle with reading and writing.
- Understand how to scaffold literacy skills from foundational to advanced levels using a step-by-step approach.

The Orton-Gillingham approach empowers educators to not only teach literacy strategies but also help students understand the how and why behind them. Through multisensory engagement—seeing, saying, sounding, and writing—students build strong decoding and encoding skills, laying the foundation for lifelong literacy.

This course includes:

- Level 1: Kindergarten Literacy
- Level 2: Primary Literacy
- Level 3: Advanced Primary Literacy

Upon successful completion of all three levels, students will receive the Learning Difference Centre's Certificate of Completion for Orton-Gillingham Tutoring. This certification enables graduates to:

- Establish a tutoring practice.
- Work effectively with students of all ages and a variety of special needs.
- Enhance their professional value in schools and literacy organizations that recognize the Orton-Gillingham credential.

Whether you're working with beginning readers or supporting older students with literacy challenges, this course provides the tools and confidence to make a lasting impact.

Learn more about the Learning Difference Centre: <https://www.theldc.com/#4>

## **Pre-requisites**

Students are encouraged to have a grade 12 reading and comprehension level.

## **Course Withdrawal Information**

Community Education and Workplace Training withdrawals and refund: refunds will be given according to the following schedule:

- Withdrawals four business days prior to the start of a course: 100% refund.
- Withdrawals 1-3 business days prior: 50% refund.
- Withdrawals on the day of course: no refund.
- Tuition for online courses is non-refundable or transferable.

## Accessibility Services Notice

Students who would like an academic accommodation and who have a documented disability should contact Accessibility Services, if they have not already done so.

## Learning Outcomes

Upon successful completion of this course, the learner will be able to:

### Level 1: Kindergarten Literacy

By the end of Level 1, learners will be able to:

1. Demonstrate strategies to develop phonemic awareness, including identifying sound positions (beginning, middle, end) and orally blending sounds to form words.
2. Distinguish between vowels and consonants and explain their roles in early word formation.
3. Teach single consonants, short vowels, and initial/final blends using developmentally appropriate methods.
4. Apply syllabication techniques, including identifying syllables and closed syllables.
5. Introduce the affix tree as a visual tool to support early morphological awareness.
6. Explain the concept of a sentence and guide students in recognizing and constructing simple sentences.

### Level 2: Primary Literacy

By the end of Level 2, learners will be able to:

1. Teach consonant digraphs, long vowels, and vowel/consonant combinations to support decoding and spelling.
2. Apply advanced syllabication strategies, including magic-e and vowel team syllables, and use division rules such as rabbit, monster, robin, and pony.
3. Implement spelling rules, including "Miss Gruff Will Buzz" and the 1-1-1 Doubling/Final E rule, to improve student spelling accuracy.
4. Introduce common prefixes and suffixes to build vocabulary and morphological understanding.
5. Identify and teach parts of a sentence, including nouns, verbs, adjectives, adverbs, and prepositions, to support sentence construction and grammar

### Level 3: Advanced Primary Literacy

By the end of Level 3, learners will be able to:

1. Teach advanced phonograms to enhance decoding and spelling skills.
2. Apply complex syllabication techniques, including the lion division rule, to support fluent reading.
3. Explain and apply advanced spelling rules, such as the Accent Rule and the 2-1-1 Doubling Rule.
4. Analyze and teach word structure, including prefixes, suffixes, and roots, to deepen vocabulary and comprehension.
5. Guide students in creating complex and varied sentences, and support them in combining sentences into coherent paragraphs and combining paragraphs into simple reports and essays.
6. Assist students in improving their reading fluency and comprehension for studying and learning purposes

## Teaching and Learning Approach

This course is delivered in person using a blended learning model that integrates both theoretical and practical components to ensure a comprehensive understanding of the Orton-Gillingham approach. The instructional design includes:

- Classroom-Based Theory: Foundational concepts and structured literacy principles are taught through interactive lectures and discussions.
- Hands-On Practical Skill Development: Students participate in in-class practicums where they apply tutoring techniques in real-time scenarios.
- One-to-One Practice Sessions: Each student will engage in individualized tutoring practice, applying strategies learned in class. These sessions will be recorded for review, allowing for peer feedback and instructor guidance.
- Independent Homework Assignments: Students will complete structured assignments to reinforce learning and prepare for in-class application.
- Structured Student Reflection: Learners will reflect on their skill demonstrations and receive feedback to support continuous improvement and confidence in applying the Orton-Gillingham method.

## Learning Resources

Students to bring:

- 1) Black sharpie marker (to write on index cards)
- 2) Memory stick (for all the electronic resources provided during the course)

You may also wish to bring the following items to help customize your resources:

- pens and pencils
- lined paper
- scissors
- sharpies
- glue
- Optional creative materials for resource customization

Provided in the course:

- 1) Lesson plans for each phonogram and syllable
- 2) Some lesson plans for spelling rules, affixes, memory words/HFQ's and grammar
- 3) 4000+ printable games and worksheets (provided electronically)
- 4) flash cards to create an Orton-Gillingham deck

## Assessment

Attendance .....	10%
Practical Skill Demonstration.....	50%
Drills (visual & auditory) .....	40%
TOTAL .....	100%

## Grading

Students are provided a competency-based grade:

Percentage	Competency Based
90 % or higher	COM

## Course Expectations

To achieve certification in this course, students must meet the following criteria:

### 1. Assessment Performance

- Achieve a minimum of 90% mastery of the auditory and visual drill and 70% overall mastery across all course assessments.
- Assessments will evaluate the practical application of skills taught throughout the course. (in course practicum and drills)

### 2. Attendance

- Maintain full attendance for all scheduled sessions.
- Participation in all learning activities is required.

### 3. Demonstration of Trauma-Informed Practice

- Consistently demonstrate understanding and application of trauma-informed principles in both practical and theoretical components

## Certificates

Upon successful completion of this course, students will receive:

- 1) A certificate of completion the Learning Differences Center of BC
- 2) A certificate of completion Community Education and Workplace Training, Selkirk College

## College Policies

Students should be aware of their rights and responsibilities as described in the following Selkirk College policies at [policies.selkirk.ca/](https://policies.selkirk.ca/):

- Admissions and Standards Overview [policies.selkirk.ca/policy/8610/](https://policies.selkirk.ca/policy/8610/)
- Student Code of Conduct [policies.selkirk.ca/policy/3400/](https://policies.selkirk.ca/policy/3400/)
- Student Appeals [policies.selkirk.ca/policy/8400/](https://policies.selkirk.ca/policy/8400/)

## Disclaimer

Information contained in this course outline is correct at the time of publication. Content of the course is revised on an ongoing basis to ensure relevance to changing educational, employment and market needs. The instructor will endeavor to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.

## About the Course

### Daily Topics of Focus

Day 1	How we Learn and Assessments
Day 2	Sequencing, Phonemic Awareness, and other Pre-reading skills
Day 3	Phonograms
Day 4	Syllables
Day 5	Spelling Rules
Day 6	Memory Words and HFQ's
Day 7	Reading and Writing
Day 8	Affixes
Day 9	Grammar and Reporting
Day 10	Instructional Games and Skill Reinforcement

### Daily Course Schedule

9 am	Set up for practicum (short break if time)
10 am	Discussion (Day 1/2)/Practicum: <ul style="list-style-type: none"><li>• 2 full class (1 hour)</li><li>• paired practicums (1 hour)</li></ul>
12 pm (noon)	Lunch Break
1 pm	Discussion/Work Period-Introduce new lessons, visual/auditory drill/practice, prep time
2:45 pm	Coffee Break
3 pm	Discussion/Work Period-final housekeeping notes of day, visual auditory drill/practice, prep time

**(Students may work on class assignments until 5 pm. Any unfinished work will be assigned as homework.)**

## Assessment Criteria: Rubrics

These two rubrics will be used to assess students' ability to demonstrate a foundational understanding of multi-sensory learning and trauma-informed practice, as well as their ability to apply these concepts within the context of the Orton-Gillingham methodology.

Students are expected to demonstrate a solid understanding of the principles and instructional strategies of the Orton-Gillingham Literacy Instruction methodology, including:

- the instruction of penmanship, phonograms, sight words, spelling rules, syllables, sequences, and reading with comprehension
- how to regularly review and reinforce these concepts
- demonstrate a 95% mastery of both the auditory and visual drill of phonemes and graphemes

## Practicum Marking Rubric:

Students will complete a 7, one hour in course practicums. Only 6 of those sessions will be assessed using the Rubric below. Rubric criteria will be completed during the course based on student performance.

	Emerging	Developing	Proficient	Exceeding
Quick Review				
Drills				
New Work				
Reading/Composition				
Worksheets				
Game				

## Course Marking Rubric

	Emerging	Developing	Proficient	Exceeding
Practicums				
Auditory Drill				
Visual Drill				
TIP (Trauma Informed Practice)				