

T.E.P.S. Report

Orton-Gillingham Advance Continuum

It was my great pleasure to attend the Advance Continuum of Orton-Gillingham reading instruction, October 10-14, 2011, in Covington, Kentucky. This final phase of my training emphasized more sophisticated methods of decoding and encoding, the development of vocabulary through knowledge of the English language, Latin and Greek roots and affixes, and increased fluency. Instruction focused on the history of the language, how to communicate it to students, the scope and sequence for teaching Latin and Greek bases and roots, and a variety of student activities.

Having knowledge of the history of their language can help students make effective decisions about how to approach words. If they can recognize portions of words in clusters, not just for decoding but also for meaning, they have a better chance of correctly reading and interpreting the word. Latin and Greek roots can help students do this.

Since I have returned to my classroom, I have already implemented several features. Students have built interactive notebooks which are organized according to the three tiers of our language, Anglo-Saxon, Latin, and Greek. They have begun a study of Latin roots, and are participating in activities to help them use and master these components of language. I have been amazed, not just by their ability to take in and use the information, but their enthusiasm for it. They are really enjoying this new adventure in language and are daily asking for more.

I greatly appreciate the opportunity to attend, and would like to thank the TEPS committee and Mr. Hicks for their support.

Respectfully submitted,

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