



READ WELL®

Alignment to Orton-Gillingham Approach



What is the Orton-Gillingham Approach?



The **Orton-Gillingham** approach to reading instruction was developed in the 1930s to address individuals with language disabilities, particularly dyslexia. *The Gillingham Manual* expounded the virtues of specific **techniques** that were thought to be effective for students with specific learning disabilities.

Although the effectiveness of these techniques does not have the support of extensive peer-reviewed research, the principles from the Orton-Gillingham method have been adapted into several research-supported reading curricula including *Read Well*.

The key factors of the Orton-Gillingham approach are that it is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.

Read Well is language-based.

The primary instructional focus of *Read Well* is to complete a phonics sequence, having students master the alphabetic principal, enabling them to move from decoding basic words to reading multisyllabic words and understanding complex sentence structures.

In addition to phonics, *Read Well* emphasizes vocabulary development, comprehension strategies, and fluency proficiency.

Read Well is multisensory.

Read Well uses auditory, visual, and kinesthetic elements. The use of multiple input channels enhances memory storage and retrieval by providing multiple triggers for memory.

Teachers employ a variety of strategies and routines from songs and dances to chants and kinesthetic activities for sounding out words and decoding.

Read Well is structured, sequential, and cumulative.

- Students complete a basic phonics sequence, beginning with high-frequency letter/sound associations, blending pattern words, and understanding simple multisyllabic words.
- Students then move to mastering low-frequency letter/sound associations, affixes, morphographs, and open syllables, and read a wide range of multisyllabic words.
- Students exhibit mastery of skills as they progress to more difficult text selections.



Read Well Aligns with the Orton-Gillingham Approach



Read Well is cognitive.

Students learn about to the intricacies of the English Language and study the many generalizations and rules that govern its structure. Through engaging activities and developmentally-appropriate terminology, students are introduced to such concepts as:

- ✓ Blending
- ✓ Multisyllabic Words
- ✓ Compound Words
- ✓ Bossy E
- ✓ Phonemic Replacement
- ✓ Affixes
- ✓ Grammar and Spelling Patterns

Unit 11 Exercise 2A
Use letters to complete the words for the pictures.

1. SOUND REVIEW Use letters to complete the words for the pictures.

Ⓐ O, E as in horse	Ⓘ L, E as in face	Ⓓ as in page	Ⓙ as in light	Ⓖ as in cow
Ⓑ c	Ⓕ -dge	Ⓖ ce	Ⓐ i	Ⓙ

2. SIFTY WORD BLENDING Use a dot to read the words in the colored part. Read out smoothly. Use another dot.

hugs	clues	claws	jaws	paws
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3. SOUND PRACTICE In each column, use letters to fill in the blank. Start by writing the sound in the next line. Use letters to read the pictures.

oi	in	ph	ox	Mixed Practice
coil	known	paragraph	throat	awhile
voke	knop	phrase	road	faces
spil	knew	photograph	beat	sweat

4. ACCURACY AND FLUENCY BUILDING Use each column to read the words in the colored part. Then read the whole word.

A1 Mixed Practice age huckle nut large lights	B1 Consonants she will shell I would I'd	C1 Multi-Syll. Words spray/ins respond-ed can-er-as pho-top-ra-phas micro-phone nervous wack-o	D1 Tally Words spw shoved serious reviewed shoulders course
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WORD ENIGMA Use a dot to read the colored words. Then read the whole word.

Ⓐ stormed	Ⓘ faded	Ⓙ rubbed
Ⓑ swarmed	Ⓕ millions	Ⓖ taken

PHONEMIC REPLACEMENT Use a dot to read the colored part. Then read the whole word.

Ⓐ vacation	Ⓘ information	Ⓙ commedian	Ⓖ station
Ⓑ describe	Ⓕ reporters	Ⓖ lovable	Ⓙ spread

Unit 25 Exercise B
Use letters to complete the words for the pictures.

1. SOUND REVIEW Use letters to complete the words for the pictures.

Ⓐ y as in fly	Ⓘ as in age	Ⓓ as in break	Ⓖ as in cow	Ⓖ as in right
Ⓑ if	Ⓕ e	Ⓙ ay	Ⓘ e	Ⓖ ou

2. ACCURACY AND FLUENCY BUILDING Use each column to read the words in the colored part. Then read the whole word.

A1 Mixed Practice courage gather blond along nasty	B1 Multi-Syll. Words cottage disgust triple tand explanation	C1 Mixed Practice handle handling triple invite inviting	D1 Mixed Practice lobsters skeptical smuggling kidnapping prepared	E1 Tally Words rough brilliant wired double honest
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3. PHONEMIC WORDS Use letters to complete each word part. Use each part to read the words.

Ⓐ dact-i-cite	Ⓘ eliate	Ⓙ re-serve	Ⓖ reserve
Ⓑ fer-ple	Ⓕ ferge	Ⓖ com-plate-ly	Ⓖ completely
Ⓓ ex-sume	Ⓖ acume	Ⓘ n-ve-ri-gate	Ⓖ investigate

4. WORDS IN CONTEXT Use letters to complete the words in the sentences or phrases. Read out smoothly.

Ⓐ scheme (skēm)	He came up with a scheme to make money.
Ⓑ sus-pi-cious	Wallace was suspicious of the nervous man with a fake beard.

5. SPONS AND PLACES Use letters to complete the words and read the names of the places.

Connecticut	Massachusetts	Maine
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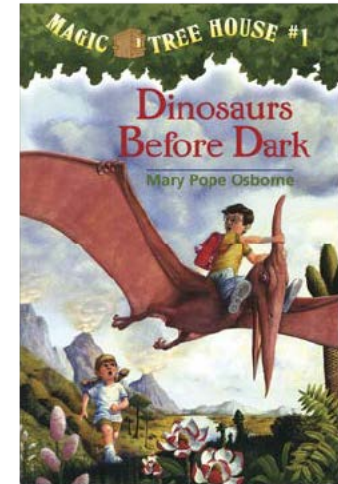
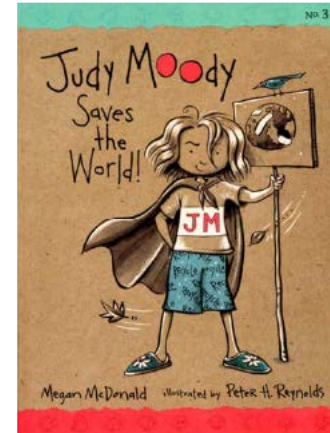
6. GENERALIZATION Use letters to complete the words in the sentences. Then read the words.

Ma-vis put on her favorite dress and put pretty silver barrettes into her mass of wild curls. She was really looking forward to going out in public now that she had her braces off. The first thing she wanted to do was go to the TV station and dance on her favorite show, "You Can Dance!" Her Aunt Josephine, who Ma-vis thought was a fuddy-duddy, told Ma-vis, "Young ladies should not dance to rock music on television!"

Read Well is flexible.

- Students place into small groups suited to their individual skill level
- Mastery-based instruction is diagnostic and prescriptive in nature
- Comprehension and Skill work ensures that students recognize and understand concepts as they apply them
- Jell Well reviews and differentiation tools aid remediation

Read Well is not only designed to ensure that students with language disabilities can read words, but also to ensure that all students can read with understanding—including those with processing disabilities, low IQs, or other factors that place them at-risk.



In addition to Orton-Gillingham techniques, *Read Well* incorporates:

- ✓ **Vocabulary building** through a multitude of instructional methods
- ✓ **Comprehension** through guided, interactive reading instruction
- ✓ **Content-area literacy** through thematic content emphasizing content-area vocabulary and knowledge of the world
- ✓ **Understanding of text structure** by integrating reading and writing