

**Revolutionizing Reading:  
The 5 Components of Reading with Orton Gillingham  
Colorado School of Mines  
Syllabus**

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**Course Meeting Times and Location and Format(s):**

June 17-19<sup>th</sup>

8:00a.m. – 4:00p.m.

Hilton Garden Inn 2821 E Harmony Rd, Fort Collins, CO, US, Fort Collins, CO

**Course Description:**

- The fundamental process for teaching literacy is changing based on the current science of reading. This class introduces research-based, classroom-proven strategies and systems to effectively teach the *5 Components of Reading+* to students of all ages. Teachers will get an in-depth understanding of the importance of systematic and explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension + oral language. Teachers will also learn how to recognize common reading deficits, such as dyslexia, and will learn what techniques to implement to foster reading growth. Utilizing *Structured Literacy* and the *Orton Gillingham* approach, this course will ensure participants are teaching literacy in the most effective way while building enthusiasm and a love of reading in all students. Teachers will leave with resources and techniques they can immediately implement in the classroom.

**Inspiration:**

Gone are the days when we can say, “I can’t teach that because that is not how I learned it.” Join the revolution and begin teaching reading in the way that research has proven to be the most effective for all learners. Let’s begin to change lives.

**Course Objectives:**

- Teachers will understand the pedagogy recommended by the *National Reading Panel* and the most current science and research related to effectively teaching reading to all students.
- Teachers will understand the history and validity of the reading instruction and the *Orton-Gillingham* approach. Students will learn how to implement the following O.G. components into daily reading instruction:
  - Explicit and direct instruction
  - Systematic and structured
  - Sequential and cumulative

- Multi-sensory
- Individualized
- Diagnostic and prescriptive
- Repetitive
- Teachers will understand the *5 Components of Reading* and why each is crucial and predictive of student success. Teacher will know how to implement teaching strategies that are effective for all learners.
- Teachers will be able to recognize common reading deficits (such as dyslexia, hyperlexia, and specific language impairment). Teachers will learn what diagnostic tools are available to ensure data is driving instruction. Teachers will learn how to create an effective intervention plan based on individual student needs.

**Required Materials and/or Technology:**

Please bring the following to each class: Highlighter, pen and pencil, 2 different colored markers, a red and green crayon, post-it notes, and a picture of a child you care about who has struggled with reading (will not be publicly shared), and a picture book or text you use in your classroom. **A laptop will also be helpful to access resources and research.**

**Assignment and Grading Distribution:**

“B” Grade Requirements 1. Attend all sessions. 2. Be an active participant in the class. 3. Turn in all assigned work.

“A” Grade Requirements 1. Meet ALL requirements outlined for a grade of B. 2. Complete a special project as outlined by the instructor.

Participants not meeting the minimum requirements for a C grade will receive NO CREDIT.

**Tentative Course Outline:**

Date	Content
Session 1 / Session 2	
Day 1	History of Reading Instruction, <i>Orton Gillingham</i> , and Common Reading Deficits Dyslexia Simulation Component 1: Phonological Awareness
Day 2	Component 2: Phonics/ Spelling/ Morphology A Deep Dive into the Patterns that drive the English Language
Day 3	Component 3: Fluency Component 4: Vocabulary Componet 5: Comprehension Assessments and Finding Root Cause Putting it all together with Data-Driven instruction