

Orton-Gillingham Programs

S.P.I.R.E., Mega Words, Sounds Sensible

Professional Development Workshop for K-12 Educators



Attend our two-day workshop for all teachers, Reading Specialists, and Child Study Team members to learn essential details on three exciting structured literacy, multi-sensory Orton-Gillingham programs!

Each program is appropriate for use in general education or special education classrooms with children who struggle to read.

S.P.I.R.E.® is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan.

Megawords is designed to teach students in grades 4-12. The program teaches the reading, spelling, and contextual use of multisyllabic words through multisensory instruction and a systematic progression of skills. Within each book, words are presented in lists arranged by word structure and spelling pattern. Because Megawords is skill based, it can be used in a variety of settings and across all RTI tiers depending on student need and grade level.

Sounds Sensible® is uniquely effective as phonological awareness and beginning phonics instruction for beginning or struggling readers:

- Beginning readers – essential instruction that builds the foundational skills of reading to prevent reading failure before it starts
- Struggling readers – an Orton-Gillingham based reading intervention for any grade level that serves as Pre-Level 1 of the S.P.I.R.E. program.



DATES October 15 and 16, 2018
or
March 18 - 19, 2019

TIMES 9:30am - 4:30pm

LOCATION The College of New Jersey Ewing, NJ



For over 50 years EPS Literacy and Intervention has been the leader in developing and publishing programs to help struggling students, including those with dyslexia and other reading difficulties, as well as providing materials that support on-level students.

\$660.00 per person includes

- Materials for your classroom!
- Certificate of Completion
- 11 hours of Professional Development
- Workshop Materials
- Professional Development Manual
- Parking - Refreshments

Registration: <https://goo.gl/WcXxPd>

For Additional Information

George Hefelle

609-771-2540 aspire@tcnj.edu

<https://cpe.tcnj.edu/pd-nj-educators/>

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TCNJ Dyslexia Initiative and Literacy Advancement Project

The mission of the Dyslexia Initiative is to become a key resource for families, teachers and schools in New Jersey regarding the identification and education of children with dyslexia and other severe literacy disabilities.

Who should attend?

Reading Specialists and CST member and anyone interested in learning multi-sensory techniques, structured literacy and advanced decoding skills.

What will I learn?

S.P.I.R.E.

- Direct, multi-sensory instruction demonstration and practice – the 10-Step Lesson
- Placing students at the appropriate instructional level
- Understanding the scope and sequence on skill acquisition
- Lesson step strategies
- Assessment and progress monitoring
- iSPIRE, the digital version of S.P.I.R.E.

Megawords - Grades 4 and above

- Rationale and Research
- Who needs this program – students with learning differences
- Megaword Principles
- Scope & Sequence
- 6-Step lesson steps & strategies

Sound Sensible

- Review characteristics of young children at risk
- Become familiar with the correct sound production of consonant letters and single vowels
- Receive a suggested scope and sequence for at-risk beginning readers
- Understand the importance of rhyme and activities to develop rhyming skills
- Learn the necessary foundations for acquiring reading skills and how to implement the Sounds Sensible Lesson in small groups, practicing each of the 5-step lesson plan, which includes direct instruction and activities.

What else?

Learn about EPS School Specialty at: <http://eps.schoolspecialty.com/>

This workshop meets the 2 hour professional development requirement as specified in PL 2013 c.105.

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