



LXDRESEARCH
AT CHARLES RIVER MEDIA

IMSE's Orton-Gillingham Plus

Research Foundation & Logic Model



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DEMONSTRATES A RATIONALE

LXD Research Recognition for
IMSE's Orton-Gillingham Plus



This product has been rigorously evaluated and is hereby acknowledged for meeting the educational impact criteria of the Every Student Succeeds Act (ESSA), warranting a Level IV for "Demonstrates a Rationale." This recognition is based on its proven effectiveness in enhancing grade-level learning outcomes.

REVIEWED BY THE LXD RESEARCH EXPERT REVIEW PANEL

Rachel Schechter, Ph.D.
Founder of LXD Research

May 2025

DATE

Educators search for high-quality research and evidence-based solutions to strengthen grant applications, to support comprehensive and targeted schools, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

Educational programs document their evidence of design, effectiveness, and impact in order to be eligible for federal funding. While there is no singular authority that determines a program's tier, the Department of Education's Office of Educational Technology provides standards to assess the varying levels of strength of research for education products.

The categories for ESSA Evidence are: strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness, or demonstrates a rationale to be effective (Tier 4).

This product meets the requirements for Tier 4:

- ✓ Documentation of how the product's design relates to intended outcomes, with corresponding academic, published research
- ✓ Describes the product's features and outcomes in a logic model
- ✓ A study is planned and/or currently underway
- ★ A third-party research organization has reviewed the documentation for ESSA validation



When product designers leverage learning sciences to design their programs, educators can better target instruction, and students' skills soar. Through interviews with the product designers, an evaluation of their research-informed activities, and a planning of an efficacy study, this product meets the criteria for LXD Research's ESSA Tier 4 Evidence.

– Rachel Schechter, Ph.D., Founder of LXD Research

What is IMSE's Orton-Gillingham Plus?

IMSE's Orton-Gillingham Plus (OG+) is a core foundational literacy skills curriculum and training program designed to implement the principles of Structured Literacy for students in grades K–2 and older students who benefit from explicit instruction in foundational literacy skills. The OG+ program equips educators with the knowledge and tools to deliver explicit, systematic instruction that is aligned with the science of reading. It addresses the five essential components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Grounded in evidence-based practices, the program emphasizes:

- Multimodal teaching strategies to engage a range of diverse learners.
- Ongoing assessment to inform instruction and monitor progress.
- Procedural routines to ensure effectiveness and promote implementation fidelity.

Through robust professional development and embedded support, educators are empowered to meet the needs of all learners. As a result, IMSE's OG+ program helps students develop the fundamental reading and spelling skills necessary for lifelong academic success.

SYLLABLE DIVISION PATTERNS

1. $vc|cv$

2. $v|cv$

3. $vc|v$

4. $v|v$

How does IMSE's OG+ Work?

IMSE's OG+ program delivers Structured Literacy through research-aligned components that build fluent, accurate, and confident readers and spellers. These components include:

Explicit Phonics Instruction

- Students are taught phoneme-grapheme correspondences and spelling rules through direct modeling, guided practice, and independent application to reinforce decoding and encoding skills.

Word and Sentence Dictation

- Students engage in daily dictation exercises that use techniques such as finger tapping and sentence pounding to support phonemic segmentation, sentence structure, and the reading-spelling connection.

How does IMSE's OG+ Work? (continued)

Irregular Word Instruction

- Red Words are introduced using a multimodal routine that integrates kinesthetic, tactile, and visual modalities through analysis of regular and irregular spelling patterns to develop both recognition and recall.

Syllable Division and Word Analysis

- Students are explicitly taught how to break down multisyllabic words and analyze morphemes, which enhances their decoding skills and reading accuracy.

Why does IMSE's OG+ Work?

IMSE's OG+ is effective because it integrates explicit, systematic, and sequential instruction with research-aligned teaching practices, including:

Data-Driven Instruction

- A structured assessment system continuously monitors student progress, identifies skill gaps, and informs instruction.

Differentiated Support

- Instruction is adjusted in real time based on student responses and assessment results. Students who need additional practice opportunities receive scaffolded support with a gradual release of responsibility, while students demonstrating advanced proficiency receive enrichment and extension activities to strengthen their skills.

Real-Time Corrective Feedback

- Teachers deliver immediate, corrective feedback to address reading and spelling errors during instruction. This feedback loop helps reinforce correct responses as well, accelerating student learning.



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IMSE's Orton-Gillingham+ Foundational Research Summary

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Candidate

Introduction

National literacy statistics reveal a concerning trend. According to the 2024 NAEP (National Assessment of Educational Progress) results, only 31% of fourth-grade students performed at or above the proficient level in reading, showing further declines compared to 2022 and 2019 (National Center for Education Statistics, 2024). The situation is especially alarming as gaps between higher and lower-performing students continue to widen, with the lowest-performing students scoring approximately 100 points below the highest-performing students on a 500-point scale. These sobering statistics highlight the urgent need for effective literacy instruction based on the science of reading.

The Institute for Multi-Sensory Education (IMSE) offers the Orton-Gillingham Plus (OG+) program to address this critical need. This evidence-based core foundational skills literacy curriculum and teacher training course provides systematic, explicit, and cumulative instruction designed to support all learners, including those with dyslexia and other learning difficulties (International Dyslexia Association, [IDA], 2020). The OG+ program distinguishes itself through its integrated approach to teaching reading and spelling simultaneously, recognizing that both skills reinforce each other by engaging the same underlying cognitive processes (Spear-Swerling, 2019).

Structured Literacy is a comprehensive instructional approach designed to benefit all students (IDA, 2020). This evidence-based methodology is characterized by several critical elements:

- explicit instruction that directly teaches concepts rather than relying on discovery;
- systematic and sequential presentation of content that follows a logical progression;
- cumulative design that continuously reviews previously taught concepts while introducing new ones;
- data-driven teaching that uses ongoing assessment to drive individualized instruction;



- and multimodal techniques that simultaneously engage visual, auditory, and kinesthetic/tactile pathways.

The IMSE OG+ program intentionally incorporates a comprehensive range of literacy elements, addressing phonemic awareness, phonics, fluency, vocabulary, and comprehension within an integrated framework that acknowledges the interconnectedness of reading and writing development. This structure promotes deep orthographic mapping, allowing students to establish strong mental connections between written words and their pronunciations, which supports automatic decoding, fluent reading, and accurate spelling (Ehri, 2014).

Key Points

- IMSE's OG+ is a core foundational skills literacy curriculum designed for students in grades K–2 as well as older students who are continuing to develop foundational literacy skills. The curriculum provides systematic, explicit instruction in phonemic awareness, phonics, word recognition, fluency, vocabulary, and comprehension.
- The program intentionally incorporates multimodal teaching strategies. OG+ creates stronger neural networks and memory traces, leading to more robust learning and retention by simultaneously engaging visual, auditory, and kinesthetic/tactile pathways.
- OG+ equips teachers with a strong understanding of instructional practices rooted in the science of reading. It focuses on principles of effective reading instruction that are integrated into an interactive 90–120-minute reading block.
- The curriculum offers a carefully designed scope and sequence that supports the progressive introduction of new concepts, including concept-aligned phonemic awareness practice, phoneme-grapheme connections, spelling generalizations, instruction in syllable types and patterns, and suffixes.
- OG+ provides comprehensive assessment tools for initial, midterm, and final evaluations, along with ongoing formal and informal progress monitoring. These tools enable teachers to identify class-wide and individual learning patterns and make informed instructional adjustments to support student success.
- OG+ lessons follow a consistent weekly lesson format that integrates daily instructional routines, such as cumulative review drills, teaching a new concept, dictation, and syllabication, into strategic cycles of explicit teaching and guided practice to strengthen sound-symbol relationships, vocabulary, background knowledge, and comprehension.
- OG+ lessons include cross-linguistic connections and cognates to support English Learners as they use their first language to make connections to the language of school.
- IMSE's OG+ Teacher Guides and Fidelity Companion provide guidance on differentiating instruction to address diverse student learning profiles.



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Defining The Science of Reading

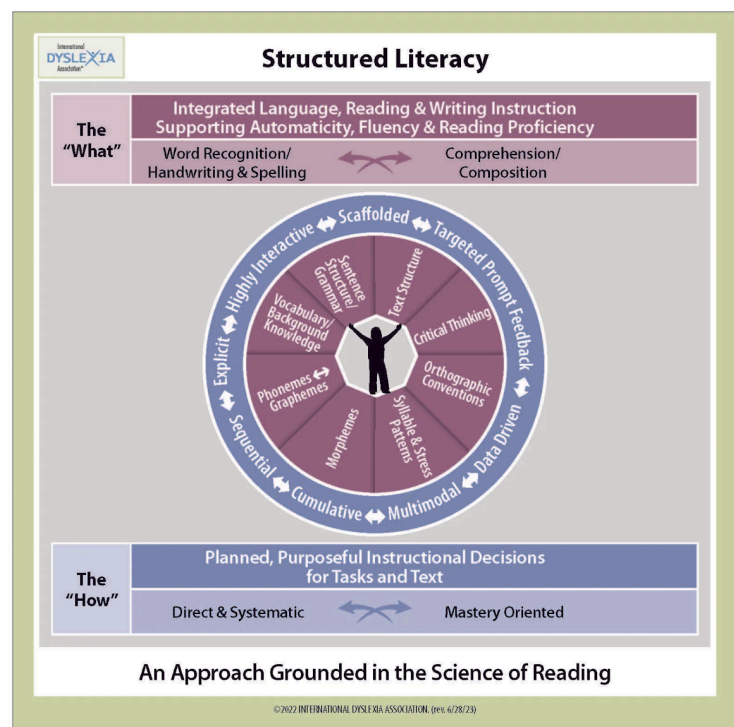
The science of reading is a comprehensive body of research that examines how students learn to read and write, integrating findings from various disciplines such as cognitive psychology, linguistics, and education. Reading is a complex process that involves multiple cognitive functions, including phonological awareness, decoding, word recognition, and comprehension (Snow, 2010). Central to this science is the understanding that phonemic awareness (the ability to identify and manipulate sounds in words) and phonics (the relationship between letters and sounds) are foundational skills for reading success (Shankweiler & Fowler, 2004).

This extensive research emphasizes that explicit, systematic foundational literacy instruction in foundational reading skills, often through a Structured Literacy approach, is essential for developing strong reading skills (Moats, 2020). The science of reading supports the idea that reading should be taught in a way that aligns with how the brain processes written language, recognizing the critical role of the phonological system, orthographic mapping, and semantic memory (Adams, 1990; Ehri, 2000).

The IDA Structured Literacy Framework

The IDA Structured Literacy framework provides a research-based approach to delivering effective and comprehensive literacy instruction, including for students with dyslexia and other reading difficulties. It emphasizes the explicit, systematic, and sequential teaching of reading and writing skills. The framework integrates key components such as phonology, orthography, morphology, syntax, semantics, and discourse while incorporating multimodal methods that activate multiple neural pathways for deeper cognitive processing and retention.

Structured Literacy instruction is diagnostic and responsive, meaning that teachers continuously assess students' progress and adjust teaching strategies to meet individual needs. The IDA has endorsed this framework as an evidence-based best practice for teaching literacy to





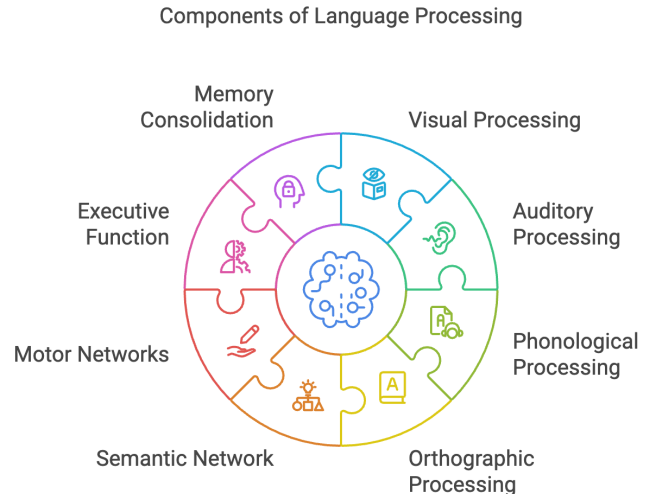
students with diverse learning profiles (IDA, 2020).

IMSE's OG+ and the Brain

The OG+ curriculum uses a multimodal approach that integrates visual, auditory, and tactile/kinesthetic techniques to support the development of foundational reading and spelling skills. It helps students connect symbols with sounds and recognize patterns in language (Neumann et al., 2012; Ritchey & Goeke, 2006). This multisensory strategy engages early readers by activating multiple sensory pathways, which enhances learning, memory, and engagement (Joshi et al., 2002; Neumann et al., 2012). Rather than focusing solely on isolated sound units, the program promotes a broader understanding of how language works. It guides students through structured, scaffolded activities that progress from simple to more complex reading and spelling tasks. This progression helps learners develop fluency, accuracy, and comprehension.

Research shows that typically developing readers activate specific brain regions, such as the left dorsolateral prefrontal cortex, during reading-related tasks. This neural pattern is often less active in students with reading difficulties like dyslexia (Kovelman et al., 2012). Investigations comparing neural networks of reading and spelling tasks found overlapping processes and functions in these activities (Rapp & Lipka, 2011).

The OG+ curriculum supports the development of these neural pathways through consistent, structured practice that strengthens auditory and language processing skills. IMSE's approach reinforces reading proficiency by integrating multiple sensory inputs to support decoding, pattern recognition, and retention. The program's sequential design helps students build confidence as they advance from foundational literacy skills to more complex tasks such as reading new concepts in connected text.



OG+ Training

IMSE recommends that all teachers complete the OG+ 30-hour course before implementing the OG+ curriculum in their classrooms. This interactive, hands-on training provides teachers with a deep understanding of IMSE's enhanced OG+ program and equips them with the knowledge, strategies, and tools necessary to effectively implement IMSE's core foundational literacy skills curriculum.



The course is appropriate for general and special education teachers, teachers of English Learners, interventionists in Grades K–2, and educators who support older students working to develop foundational literacy skills. Through this training, teachers explore the structure and foundation of the English language, along with the body of research known as the science of reading, to integrate evidence-based practices into a coherent system of instruction (Moats, 2020).

Course participants gain an understanding of how to assess and instruct students across all three tiers of Response to Intervention (RTI) through a Multi-Tiered System of Support (MTSS) framework, including students with dyslexia. The training provides explicit guidance on adjusting instructional scaffolds to support intervention or acceleration based on student needs. It also provides resources and support for teaching English Learners.

The 30-hour course covers several key areas:

- The science of reading and Structured Literacy principles
- Structure of the English language
- Comprehensive lesson planning and implementation
- Assessment and data-driven instruction
- Strategies for English Learners
- Differentiating instruction within an MTSS framework

The course also includes two asynchronous components: a three-hour course on fluency, vocabulary, and comprehension and a one-hour course on student-centered teaching.

All IMSE instructors have a minimum of a master's degree in an educational field of study and are certified by the International Dyslexia Association/Center for Effective Reading Instruction. They bring years of experience in the classroom and other roles such as mentoring, consulting, or training teachers, and many have used the OG+ curriculum with their own students.

The OG+ course, along with IMSE's Phonological Awareness Course, Morphology Plus Course, OG+ Certification, and IMSE Specialist Certification, helps teachers prepare for the Center for Effective Reading Instruction's (CERI) Knowledge and Practice Examination to obtain credentials such as Structured Literacy Classroom Teacher, Structured Literacy Dyslexia Interventionist (with OG+ Course and Practicum), or Structured Literacy Dyslexia Specialist (with OG+ Course and Practicum and Morphology Plus Course and Practicum) certificates.

The Reading-Spelling Connection: Core to the OG+ Approach

Research consistently demonstrates the reciprocal relationship between reading and spelling development (Treiman & Bourassa, 2000). When students learn to spell, they strengthen the orthographic mapping processes essential for proficient reading (Ehri, 2014; Ehri et al., 2001; Graham & Santangelo, 2014). Conversely, reading practice reinforces spelling knowledge as



students become familiar with word patterns and structures. The OG+ curriculum leverages this interconnection through its structured, multimodal approach.

Structured Literacy aids in decoding and helps learners build a strong foundation for understanding the conventions of print (Ehri, 2014; Kearns et al., 2022). Beyond phonics and decoding, this approach incorporates the study of morphology, syntax, and semantics, which collectively enhance overall language comprehension. The Simple View of Reading states that reading comprehension results from both decoding and language comprehension (Gough & Tunmer, 1986).

The OG+ program incorporates systematic encoding (spelling) and decoding (reading) practice in every lesson. Students engage with letters and sounds through multiple modalities that support both reading and spelling proficiency (Joshi et al., 2002; Neumann et al., 2012). This approach aligns with research showing that the most effective literacy instruction addresses both skills together rather than teaching them in isolation. Scarborough's Reading Rope reinforces this by illustrating how phonological awareness, vocabulary, syntax, and the integration of reading and spelling work together to develop proficient literacy. It emphasizes the need for these interconnected skills to advance reading comprehension (Scarborough, 2001).



IMSE's OG+ Instructional Framework

IMSE's OG+ curriculum incorporates evidence-based strategies through a meticulously structured lesson format that consistently includes all five essential components of effective literacy instruction (National Reading Panel, 2000). This lesson structure is specifically designed to deliver high-quality instruction, which research has shown to be effective for diverse student populations, including those with dyslexia, English Learners, and students with varying learning profiles (Castles et al., 2018). The intentional alignment between theoretical framework and practical application ensures that every instructional moment optimizes learning potential while addressing each student's unique needs and abilities.

Table. OG+ Instructional Framework Components and Research Significance

Framework Component	Definition	Research Significance
Explicit Instruction	Direct teaching with clear explanations, demonstrations, and opportunities for practice and feedback	Research by Archer & Hughes (2011) and Rosenshine (2012) demonstrates that explicit instruction leads to stronger academic outcomes, particularly for struggling readers. This approach eliminates ambiguity and ensures students clearly understand concepts before application.
Systematic Instruction	Organized, clear approach with defined goals and logical steps	Foorman and colleagues (2003) found that systematic instruction in foundational reading skills significantly improves reading outcomes. This methodical approach ensures no critical skills are overlooked, establishing a coherent and effective learning progression.
Sequential Instruction	A logical progression that starts with simple concepts and strategically advances to more complex ones	Carnine and colleagues (2004) established that carefully sequenced instruction allows students to master prerequisite skills before encountering more advanced concepts. This strategic sequencing prevents cognitive overload and builds confidence through incremental success.



Cumulative Instruction	Builds new learning on previously taught concepts, ensuring continuous reinforcement and integration of prior learning	Spear-Swerling (2019) demonstrated that cumulative instruction strengthens neural pathways through repeated activation. This spiraling approach ensures previously learned material remains fresh while being integrated with new learning.
Multimodal Instruction	Integrates multiple learning pathways (eye, ear, mouth, and hand) to enhance learning	Studies by Joshi and colleagues (2002) and by Neumann and colleagues (2012) have shown that engaging multiple sensory pathways simultaneously strengthens neural connections. These studies highlight how this approach enhances accessibility for diverse learners and improves memory formation and retrieval.

The Six-Part Lesson: A Comprehensive Framework for Reading and Spelling

IMSE's OG+ six-part lesson represents the OG+ instructional framework principles in action, deliberately designed to incorporate explicit, systematic, sequential, cumulative, and multimodal instruction throughout each component. This framework creates a cohesive structure where each component builds upon and reinforces the others, ensuring students develop integrated reading and spelling skills.

The six lesson components include:

1. Phonemic Awareness
2. Three Part-Drill and Vowel Intensive Drill
3. Phonics: Teaching a New Concept
4. Irregular Words: Red Words
5. Syllable Division/ Word Analysis
6. Reading: Fluency, Vocabulary, and Comprehension

The six components are sequenced intentionally to maximize learning transfer and skill development.

This structured approach aligns with research demonstrating that effective literacy instruction requires explicit teaching of interrelated skills rather than isolated components. Castles and colleagues (2018) found that successful reading instruction integrates phonemic awareness,



phonics, fluency, vocabulary, and comprehension in a coherent instructional framework that acknowledges the complex interrelationships between these components. The OG+ framework embodies this integration by connecting foundational skills to advanced literacy development through carefully sequenced instruction.

1. Phonemic Awareness

The Phonemic Awareness component provides systematic instruction in the ability to identify and manipulate individual sounds (phonemes) in spoken words, a critical foundation for literacy development. In the OG+ program, this component includes explicit instruction in **phoneme blending** (combining individual sounds to form words) and **phoneme segmentation** (breaking words into their component sounds), along with **word chaining activities** that develop **phoneme manipulation** skills. These activities are carefully aligned with the phonemes and graphemes being taught in corresponding phonics lessons, creating a coherent connection between spoken and written language.

Research consistently identifies phonemic awareness as a powerful predictor of reading success. Torgesen and colleagues (1999) demonstrated that explicit instruction in phonemic awareness significantly improves both reading and spelling outcomes, particularly for students at risk for reading difficulties. The study showed that students who received systematic phonemic awareness training developed stronger decoding abilities and exhibited greater growth in word recognition compared to students who received traditional instruction. The OG+ curriculum implements these research-based principles by integrating phonemic awareness instruction from the beginning of the kindergarten sequence, ensuring students develop this critical cognitive foundation for successful literacy acquisition.

2. Three-Part Drill and Vowel Intensive Drill

The Three-Part Drill serves as a cumulative review that builds automaticity in sound-symbol relationships through multimodal practice. This component includes **visual, auditory/kinesthetic, and blending** routines that reinforce phoneme-grapheme connections essential for both reading and spelling. In the Visual Drill,

students see graphemes and produce corresponding phonemes; in the Auditory/Kinesthetic Drill, students hear phonemes and write corresponding graphemes; and in the Blending Drill, students practice blending sounds into words and syllables, which prepares them for syllabication.



Cumulative Review: Three-Part Drill | 8 minutes

Follow the steps on pages 6–8 in the [OG+ Fidelity Companion](#) for IMSE's Three-Part Drill Routine.

The Three-Part Drill is done on Day 1 without the “g.” This review drill should be implemented daily or a minimum of 2–3 times per week.

Visual	Auditory/Kinesthetic	Blending



The Vowel Intensive Drill reinforces short vowel mastery. Students hear the short vowel sound, repeat the sound with a visual cue, and select the appropriate corresponding letter while stating the letter name and sound.

This multimodal approach creates strong neural pathways by activating multiple learning channels simultaneously. Gillingham and Stillman (1997) demonstrated that engaging visual, auditory, and kinesthetic pathways strengthen memory formation and retrieval of sound-symbol relationships. The systematic review built into the Three-Part Drill and Vowel Intensive Drill also incorporates spaced retrieval principles, as students revisit previously learned concepts while gradually adding new material. Research shows that this enhances long-term retention and automaticity, which are critical factors for developing fluent reading and accurate spelling (Bloom & Shuell, 1981; Carpenter & Agarwal, 2020; Lotfolahi & Salehi, 2016).

3. Phonics: Teaching a New Concept

Explicit phonics instruction in the OG+ curriculum follows a carefully structured sequence where new concepts are introduced through clear explanation and demonstration before students apply them in reading and writing contexts. **Teachers introduce a new concept** (phoneme-grapheme correspondence, a spelling rule, or a morpheme) directly through modeling, followed by guided practice and independent application. This approach ensures students develop a deep understanding of how the alphabetic principle works in both decoding and encoding processes (Weiser & Mathes, 2011).

The application phase includes structured dictation activities that begin once students have been introduced to the first four concepts (e.g., m, a, l, o). Students first practice **writing individual words** utilizing finger tapping, a strategy that enhances phonemic segmentation ability (Gillingham & Stillman, 1997). As they segment each sound in a word, students tap their fingers sequentially, creating a connection to the phonological components before writing the word.

Once students have been introduced to the first nine concepts (e.g., m, a, l, o, h, g, c, d, t), they progress to **writing complete sentences** utilizing pounding, a technique where students pound a fist for each syllable in a dictated sentence. This approach helps students identify and encode individual words within sentences, supporting word-level awareness within text (Ritchey & Goeke, 2006). Students also implement self-correction strategies using the CUPS method (Capitalization, Understanding, Punctuation, and Spelling), which promotes metacognition and self-regulation (Truman, 2008). After writing, students immediately read back what they have written, reinforcing the critical reading-spelling connection.

This consistent **dictation practice** builds orthographic mapping, the cognitive process that enables readers to form lasting connections between written words, their pronunciations, and their meanings. Research has shown that encoding practice through dictation strengthens orthographic mapping processes and significantly improves both reading and spelling outcomes



(Weiser & Mathes, 2011). Students who received systematic encoding instruction alongside decoding demonstrated substantially greater gains in word recognition, spelling accuracy, and reading comprehension compared to those who received decoding instruction alone. These findings emphasize the importance of combining encoding and decoding to achieve stronger literacy outcomes.

4. Irregular Words: Red Words

The OG+ curriculum utilizes a specialized approach for teaching irregular words, referred to as "Red Words," that do not follow regular phonetic patterns or are temporarily irregular and have patterns that have not yet been explicitly taught. **New Red Words** are introduced through a systematic technique that includes visual analysis of expected versus unexpected spellings, writing the word from the teacher's copy, tracing the word, multimodal encoding through arm tapping (saying each letter while tapping the arm from left to right), and independent recall through writing. This structured method enables students to develop both recognition and production proficiency with these essential, high-utility words (Conrad, 2008). Following the first lesson, students begin by **reviewing learned Red Words**.

Research supports the effectiveness of a specialized approach to irregular word instruction. Orthographic mapping, the process of forming connections between written words, pronunciations, and meanings, is strengthened through multimodal instruction that explicitly highlights irregular spelling patterns (Kilpatrick, 2015). Studies have shown that students who receive systematic instruction in analyzing and remembering irregular words demonstrate significantly better retention and automaticity compared to those taught through conventional methods (Colenbrander et al., 2020; Kilpatrick, 2015). The OG+ curriculum incorporates these principles by providing a clear sequence of Red Words based on utility and complexity.

5. Syllable Division/Word Analysis

The OG+ curriculum integrates **syllable division** and **word analysis**, progressively introducing these skills as students develop foundational reading abilities. Instruction in syllable division begins as early as first grade, with step-by-step routines that help students recognize syllable patterns and types and apply division principles to multisyllabic words. Four syllable patterns and six syllable types are taught, starting with the most common and progressing to the least common. Simultaneously, students learn to **analyze words** by **identifying morphemes**, which



Irregular Words: Red Words | 10 minutes

Follow the steps on pages 26–28 in the *OG+ Fidelity Companion* for IMSE's Red Word Routine to teach this week's new Red Words and for guidance when armtapping with left- and right-handed students.

NOTE: Use IMSE LAB or Red Word books for students.

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, and, to, for, go, I, like, of, will, no, want, with, said, you, put, see, stop, from, off, he, has, have, me, his, as</i>	<i>orange, white, brown, stop, yellow, blue, eek, ouch, pink, green</i>	<i>my, into</i>	There are no new read-only Red Words this week.

New Red Word(s):

my, into

- Use tiles to determine how many sounds are in the words.

Explanation of the sounds and information for teaching:

my (/m/ /ɪ/—2 sounds)

- *My* comes from Old English and Middle English. This word is temporarily irregular because students have yet to learn the sound-spelling correspondences necessary to spell it.

Definition and example sentence:

- *My* means something belongs to us.
- That is *my* toy.

Explanation of the sounds and information for teaching:

into (/ɪ/ /n/ /t/ /oʊ/—4 sounds)

- *Into* comes from Old English, where it was originally two separate words, *in* and *to*. It merged into one word in late Old English.

Definition and example sentence:

- *Into* describes something going from outside to inside a place or thing.
- It is time to get *into* bed and sleep.
- *Into* describes going toward something.
- The car drove *into* the garage.

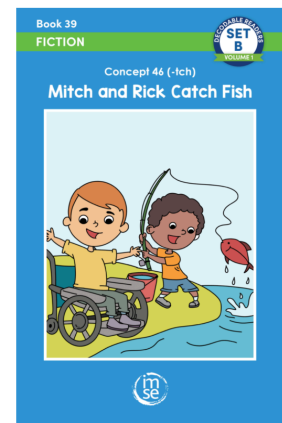


builds awareness of how these meaningful units function in both reading and spelling. This approach equips students with multiple strategies for tackling unfamiliar multisyllabic words they encounter in text (Kearns et al., 2022).

Research supports this comprehensive approach to word analysis, demonstrating that systematic instruction in syllable patterns significantly improves reading accuracy and spelling of complex words, especially for striving readers (Ritchey & Goeke, 2006). Additionally, instruction in morphological awareness enhances vocabulary development and reading comprehension across grade levels (Bowers et al., 2010). The OG+ program leverages these findings by teaching students to flexibly apply both syllabic and morphemic analysis when decoding unfamiliar words. This strategic approach to word analysis fosters students' independence in reading increasingly complex texts and supports their transition from learning fundamental decoding skills to applying these skills for deeper comprehension and knowledge acquisition (Kearns et al., 2022).

6. Reading: Fluency, Vocabulary, and Comprehension

After the ninth lesson, the curriculum introduces IMSE's Decodable Readers. These texts provide opportunities to practice decoding newly learned concepts in meaningful contexts to build reading fluency. These readers offer controlled text practice that reinforces newly acquired decoding skills while simultaneously developing comprehension strategies. IMSE offers two volumes of fiction texts and one nonfiction volume, with "Get Ready to Read" sections at the beginning of Fiction: Volume 2 and Nonfiction: Volume 1. The nonfiction volume also features a "Building Background Knowledge" section. Research suggests that when carefully sequenced, decodable texts bridge the gap between isolated word reading and meaningful text engagement, allowing students to build word recognition and reading fluency skills in authentic reading contexts (Murphy Odo, 2024; Rayner et al., 2001).



The OG+ Vocabulary Routine explicitly teaches key terms through a seven-step research-based sequence, reinforcing connections between new vocabulary and existing knowledge structures. Teachers introduce target words, provide student-friendly definitions, and offer multiple exposures through repetition. The approach deliberately connects vocabulary to phonology, orthography, and morphology through guided analysis of syllable structures and morpheme identification. Students engage with new words through multimodal activities, including concrete representations, contextual use, and semantic mapping. Each step of the routine includes guidance for both the teacher's and the students' roles. IMSE's Decodable Readers provide target vocabulary words with student-friendly definitions aligned to the texts. IMSE LAB provides vocabulary slides that take the guesswork out of planning vocabulary instruction, with visuals provided for each step of the vocabulary routine for each target vocabulary word. This comprehensive method ensures vocabulary development progresses from recognition to deep understanding as students analyze example/non-example scenarios and explore the multiple



meanings of words. Research demonstrates that explicit vocabulary instruction incorporating phonological, orthographic, and morphological connections significantly enhances reading comprehension and academic language proficiency, particularly for striving readers and English Learners (Beck et al., 2013).

The **OG+ Comprehension Framework** is an instructional planning tool to help educators systematically build background knowledge, language structures, and verbal reasoning skills through carefully structured text interactions with **rich literature**. The framework organizes instruction across eight critical language comprehension strands: Language Strands and Guiding Questions, Purpose for Reading, Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, Literacy Knowledge, and Expression of Understanding.

The framework's "Lesson Reflection" component prompts teachers to evaluate which language comprehension strands presented the greatest challenges and how to address them in subsequent instruction. Research demonstrates that explicit instruction in comprehension strategies paired with knowledge-building activities produces substantial gains in reading comprehension (Elbro & Buch Iverson, 2013). Structured frameworks like IMSE's that address multiple comprehension components simultaneously offer more robust support for developing readers than approaches that isolate comprehension skills (Duke, 2021).

This comprehensive instructional plan is implemented through **IMSE's Interactive Read-Aloud Routines**, which provide specific, step-by-step protocols organized into before, during, and after reading phases.

- **Before reading**, teachers introduce texts, prepare graphic organizers that match text structures, and guide students in making predictions to activate prior knowledge.
- **During reading**, teachers implement planned stopping points with targeted questions, facilitate think-pair-share discussions, and model comprehension monitoring through think-alouds.
- **After reading**, activities include in-depth discussions, collaborative completion of graphic organizers, and opportunities for students to apply knowledge through structured retelling or synthesis activities.

Each component includes explicit teacher actions and corresponding student roles, creating a consistent framework that supports reading comprehension through knowledge building through conceptually similar texts (Wright et al., 2022).



Comprehensive Assessment and Differentiation Framework

The OG+ program incorporates a robust, multi-faceted assessment system that directly informs instructional decisions and enables precise differentiation. This assessment-to-instruction feedback loop ensures that instruction is targeted to specific skill gaps rather than generalized, allowing teachers to provide appropriate support for each student's unique needs.

Structured Assessment System

OG+ features three main types of assessments that work together to create a comprehensive picture of student performance:

1. **Benchmark Assessments:** Administered at the beginning, middle, and end of the school year, these assessments monitor student progress on taught concepts and determine whether students are on track to meet grade-level expectations. Benchmark assessments evaluate skills across multiple domains, including but not limited to:
 - Reading (word- and sentence-level reading, passage reading fluency)
 - Spelling (word- and sentence-level spelling)
2. **Progress Monitoring Assessments:** The program includes "Pause to Assess" progress-monitoring tools that evaluate student mastery of taught concepts throughout the year. These formative assessments help teachers determine if review is needed before introducing new content:
 - If 80% of students score 80% or higher, teachers can proceed to the next concept.
 - If less than 80% reach this threshold, targeted review activities are implemented.
3. **Targeted Skill Assessments:** Additional assessments, such as IMSE's Phonological Awareness Diagnostic Assessment or IMSE's *Read Sounds* and *Spells Sounds* subtests, identify specific skill gaps for students performing below expectations.

Each assessment is aligned with the program's scope and sequence, ensuring that evaluation directly corresponds to instruction. This structured approach provides teachers with clear data on both class-wide performance and individual student progress.

Assessment-Driven Differentiation

The OG+ assessment framework directly informs several key aspects of differentiated instruction:

1. **Strategic Grouping:** Assessment results help teachers form flexible small groups based on specific skill needs. The OG+ assessment class-level analysis tools enable teachers to quickly identify patterns across a whole class and adjust instruction accordingly.
2. **Instructional Decision-Making:** Clear performance thresholds guide teachers in making instructional decisions. For example, the OG+ Assessment Manual specifies that students scoring below the benchmark in phonemic awareness should receive supplemental



small-group instruction targeting phonemic awareness, beginning with recognizing the initial sounds in words and then progressing to final and medial sounds.

3. **Customized Entry Points:** For intervention specialists and tutors, the OG+ assessment system helps identify appropriate starting points in the curriculum. Teachers can prioritize concepts where mastery has not yet been demonstrated and improve the rate of progress.
4. **Tailored Support:** The program provides specific instructional recommendations based on assessment results. For instance, students who need additional support with reading fluency receive supplemental small-group instruction in reading fluency, with a focus on improving accuracy, rate, and prosody through repeated readings of connected texts.

This approach aligns with research, which demonstrates that consistently monitoring student progress toward reading competence and providing timely feedback significantly improves learning outcomes (Fuchs & Fuchs, 2006). The systematic use of assessment data to inform instructional decisions results in greater gains in reading achievement. Teachers regularly assess student progress through formative assessments and summative assessments (Stecker et al., 2005). These assessments provide real-time data on student performance, identifying learning gaps and enabling teachers to make informed instructional decisions (Deno, 2003).

The comprehensive nature of the OG+ assessment framework ensures that differentiation is data-driven and responsive to students' demonstrated needs rather than assumptions about their abilities. By connecting assessment directly to instructional practice, the program enables teachers to provide targeted support that addresses specific skill gaps while advancing students toward grade-level proficiency.

Embedded Scaffolding and Extension Activities

Within each weekly lesson plan, OG+ incorporates multiple opportunities for both scaffolding and extension:

- **Strategic Scaffolding:** The program includes specific suggestions for additional support through techniques like enhanced visual cues, increased repetition, sample scripts, and modified pacing. The *OG+ Fidelity Companion* provides teachers with explicit directions for adapting instruction based on student needs.
- **Acceleration Pathways:** For students demonstrating mastery, OG+ outlines extension activities and independent student activities that allow for deeper concept application and more challenging text engagement. These are integrated into the weekly lesson structure rather than treated as add-ons.



Additionally, IMSE's *OG+ Fidelity Companion* provides OG+ LIFT intervention routines that offer additional scaffolds of support for the Three-Part Drill, letter formation, and irregular word instruction, as well as options for intervention schedules.

Immediate Corrective Feedback

Immediate corrective feedback is a key component of the OG+ program, playing a crucial role in student learning. The program emphasizes the importance of providing immediate, targeted feedback to help students develop accurate skills while fostering a positive and supportive learning environment (Fyfe et al., 2023). IMSE's approach incorporates two complementary frameworks that maximize the effectiveness of feedback: the Gradual Release Routine and the PIMS Correction Procedure.

The **Gradual Release Routine** follows a systematic "I do, We do, You do" progression that gradually transitions responsibility from teacher to student. Beginning with clear teacher modeling (1-2 repetitions), the routine progresses to guided practice with immediate corrective feedback (5-8 repetitions), and finally to independent student practice with continued feedback support (5-8 repetitions). This structured progression of gradual transition of responsibility significantly enhances skill acquisition and retention (Fisher & Frey, 2013).

IMSE's **PIMS Correction Procedure** is a systematic, four-step protocol that ensures feedback is both effective and supportive. When errors occur, teachers first **Pause and Praise** what was correct, then **Identify the error and Model the correction** with explicit instruction, before **Students practice the correction**. For example, if a student states the incorrect sound for the letter "m" during the Visual Drill, the teacher can pause and praise their attempt, name the letter and its corresponding sound, and model saying /m/ when they see the letter "m" before giving the student the opportunity to practice stating the correct sound. Structured feedback approaches are particularly effective when they help students understand not just what was incorrect but why, enabling them to apply this understanding to future learning challenges (Duke et al., 2021).

Correction Procedure		
Step	PIMS	Example of PIMS in an Auditory Drill
		(T) Eyes on me. Spell /b/. Repeat. (S) Attempt to repeat, some students say /b/, and some say /m/.
1	P Pause and Praise (What was correct?)	(T) Let's pause. I see everyone has their mouths in the correct place, but ...
2	I Identify the error (What was incorrect?)	(T) I hear two different sounds. /b/ is a voiced stopped sound, and /m/ is a voiced, continuant sound.
3	M Model the correction (Teacher)	(T) Eyes on me. /b/. Notice how my lips pop open, and the air flow stops. /b/. Now try again. Spell /b/. Repeat.
4	S Students practice the correction	(S) /b/. "b" spells /b/. Write the letter "b," and underline it from left to right where the letter sits on the line.

Meeting Diverse Learning Needs Through Differentiation

The OG+ program offers a structured yet flexible approach to differentiation, making it effective for meeting the diverse needs of students in heterogeneous classrooms. Based on



research-based principles, the program provides specific strategies for adjusting the pace, level, or kind of instruction to respond to individual student needs (Heacox, 2001). This approach ensures that instruction is tailored, allowing teachers to offer the appropriate level of support and challenge for each student, fostering an inclusive learning environment where all students can succeed (Heacox, 2001).

OG+ provides adaptation ideas to support students with diverse learning needs:

- **Working memory:** Tasks broken into smaller chunks, consistent routines, and multimodal review opportunities
- **Attention:** Frequent response opportunities, clear agendas, and movement-integrated activities
- **Executive functioning:** Organizational tools, consistent routines, and task checklists
- **Processing speed:** Extended time allowances, simplified directions with visual supports, and opportunities for students to ask questions in a one-on-one environment
- **Articulation:** Employ visual cues, model appropriate sounds as needed, and collaborate with the school speech-language pathologist to support articulation development.
- **Fine motor skills:** Use assistive devices like pencil grips or appropriately sized writing instruments, provide copies of notes, and shorten or modify writing assignments.

OG+'s instructional design enables teachers to adjust instruction while maintaining the integrity of the Structured Literacy curriculum with the goal of 80% of students achieving proficiency through core instruction alone. For students needing additional support, the program provides resources to ensure all can achieve reading success through appropriately tiered instruction. Implementation models range from 90-minute comprehensive lessons to targeted 30-minute sessions. IMSE also provides sample tutoring schedules for two or three-day-per-week lesson structures and homework suggestions.

Supporting English Learners Through Cross-Linguistic Connections and Cognates

The OG+ curriculum incorporates a translanguaging approach that leverages students' first language skills to support their English literacy development. This approach recognizes that English Learners (ELs) bring valuable linguistic skills that should be systematically utilized rather than overlooked in the literacy-learning process.

A notable feature of OG+ are the cross-linguistic phonetic connections. These connections explicitly highlight phonological similarities and differences between Spanish and English sounds. When a new sound is introduced, the OG+ curriculum provides information on whether that sound fully transfers, partially transfers, or does not transfer at all between the two languages. Research shows that when students use their first language to strengthen their second language,



positive effects on second-language literacy skills are evident (August & Shanahan, 2006; Gonzales & Ehri, 2021).

Included with these connections is the Spanish/English Phoneme Transfer Chart, which provides an overview of sound transferability between the two languages. This tool enables teachers to anticipate challenges and tailor instruction accordingly. For example, while Spanish vowels maintain consistent sounds, English vowels have multiple pronunciations, which is an important distinction for Spanish-speaking ELs. By explicitly teaching phonetic similarities and differences, the OG+ curriculum helps students develop cross-language awareness that strengthens their phonological processing skills.

OG+ also incorporates Spanish/English cognates in multiple capacities. In IMSE LAB, teachers will find cognate lists organized by concept. Each list is comprised of high-utility words. Teachers can use these words to bridge the English and Spanish languages, activate ELs' background knowledge, and promote the acquisition of English vocabulary. These lists can be used during word dictation, sentence dictation, syllabication, and when students learn content in core classes like science and social studies. When a Spanish cognate exists for an IMSE vocabulary word, that cognate is included in the Decodable Reader section of the weekly lesson plan. IMSE's Sound Scenes also include English/Spanish cognates. Leveraging cognates throughout instruction enhances ELs' comprehension and facilitates their English vocabulary development.

OG+ recognizes linguistic diversity beyond Spanish and suggests resources for teachers working with students from a variety of language backgrounds. The program recommends resources like *Literacy Foundations for English Learners: A Comprehensive Guide to Evidence-Based Instruction* by Elsa Cárdenas-Hagan (2020) and online tools such as ASHA's Phonemic Inventories and Bilingualists' World Language Library. This approach aligns with the understanding that translanguaging enhances the comprehension of language components, enriches an EL's linguistic repertoire in their second language, and promotes future literacy success by leveraging the skills from their first language. The program's multimodal techniques are especially beneficial for ELs, providing multiple access points to language through visual, auditory, and kinesthetic/tactile pathways. These strategies enhance both receptive and expressive language development while building foundational literacy skills.

Parent Letters and At-Home Connection

IMSE's Family Connection Letters aim to create a strong home-school partnership to reinforce literacy instruction. These resources (available in English and Spanish) focus on specific phonics concepts being taught in the classroom, facilitating the critical transfer of learning from school to home that leads to enhanced literacy achievement (Anderson, 2000). Each Family Connection Letter begins with a clear explanation of the current concept being learned, followed by structured practice activities for parents to implement at home, including word and sentence lists for reading practice with the target concept and Red Word lists for the practice of irregular words.



The letters emphasize the importance of parental support in children's literacy development and provide specific guidance on error correction techniques (like immediately addressing mistakes and having children reread difficult words). Research consistently shows that when families are meaningfully engaged in literacy activities that align with classroom instruction, students demonstrate greater progress in reading skills (Galindo & Sheldon, 2012). For Spanish-speaking families, the letters include translation support, ensuring all families can participate meaningfully in their children's literacy journey.

Using IMSE to support MTSS or RTI

IMSE designed OG+ to seamlessly integrate with Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RTI) frameworks, providing consistent, research-based literacy instruction across all tiers of support. IMSE provides implementation guidelines for each tier, ensuring appropriate instructional intensity based on student needs while maintaining the integrity of the core foundational literacy skills curriculum throughout.

The program provides specific implementation guidance for each tier of support:

- **Tier 1 (Core Instruction)** is designed for all students with 90-minute daily literacy blocks including 30 minutes of explicit OG+ instruction. It is delivered to whole classes or small groups by general education teachers in the general classroom, with benchmark assessments administered at the beginning, middle, and end of the academic year.
- **Tier 2 (Strategic Instruction)** is designed for the 10–15% of students needing more targeted support, with implementation increasing in intensity through smaller groups (maximum eight students), more frequent sessions (minimum 30 minutes at least three times weekly in addition to core instruction), and regular progress monitoring (monthly or bimonthly). The duration typically spans 8–15 weeks minimum.
- **Tier 3 (Intensive Instruction)** is designed for students requiring the most intensive intervention. The program specifies homogeneous small groups of no more than three students, daily 45-minute sessions in addition to core instruction, and weekly or biweekly progress monitoring. Instruction is typically delivered by specialized teachers or certified interventionists over a minimum 20-week period.

This alignment of instruction across tiers creates instructional coherence, where students experience consistent approaches and language regardless of their level of support (Jimerson et al., 2016). Research demonstrates that maintaining instructional continuity across tiers significantly enhances intervention effectiveness, as students can build upon previously learned concepts and strategies rather than navigating disconnected approaches (Gersten et al., 2017, 2020). The curriculum's flexible implementation formats enable schools to match instructional intensity to student needs while preserving the essential Structured Literacy methodology throughout the continuum of support.



Evidence of Effectiveness

Recent research conducted by Kent State University's Research and Evaluation Bureau supports the effectiveness of the OG+ program (Ferguson et al., 2023). This quasi-experimental study evaluated the impact of IMSE's OG+ program on early elementary reading outcomes in two Michigan school districts. The study included 1,183 students in grades 1 through 3, comparing those taught by IMSE OG-trained teachers with a control group receiving standard district literacy instruction.

The results demonstrate compelling evidence for the program's efficacy. Students who received OG+ instruction showed significantly greater gains in oral reading fluency (ORF) as measured by AIMSweb assessments from fall to spring of the 2021–2022 school year. Researchers used ANCOVA analyses to control for baseline differences and found statistically significant improvements across all three grade levels, with particularly notable gains in grades 1 and 3. First-grade students in the treatment group outperformed those in the control group by 12 points, while third-grade students showed an 8-point advantage. These findings align with broader research on Structured Literacy approaches and highlight the value of OG+'s integrated approach to reading and spelling instruction.

This research strengthens the growing body of evidence supporting the program's approach of linking reading and spelling in ways that reinforce each other (Colenbrander et al., 2021). As IMSE continues to collect implementation data and establish additional research partnerships, these initial findings provide a strong foundation for the program's potential to improve reading outcomes for diverse learners.



Conclusion

IMSE's OG+ program offers a comprehensive approach to literacy instruction grounded in the essential connection between reading and spelling. The program teaches these skills together through systematic, explicit, and multimodal methods, strengthening neural pathways that support long-term literacy proficiency.

The six-part lesson structure ensures thorough coverage of all key components identified by reading science research, from foundational sound-symbol relationships to advanced comprehension skills. This integration of evidence-based practices into a cohesive instructional framework sets successful literacy programs apart from less effective approaches.

Addressing both decoding and encoding processes simultaneously aligns with our understanding of orthographic mapping and the reciprocal relationship between reading and spelling development. Systematically incorporating both skills into each lesson maximizes instructional efficiency and effectiveness.

For teachers seeking an evidence-based approach to literacy instruction, the OG+ program provides a structured and comprehensive solution rooted in reading science, designed to meet the diverse needs of learners. Research shows that systematic, explicit approaches to foundational literacy skills instruction can significantly reduce reading failure rates when implemented with fidelity (Foorman et al., 2003; Moats & Foorman, 2008). This outcome has the potential to transform educational experiences for all students.



IMSE's Orton-Gillingham Plus Logic Model

PROBLEM STATEMENT

Despite decades of research supporting Structured Literacy approaches, many teachers lack access to effective, research-based reading instruction methods and materials. Traditional teacher preparation programs often inadequately prepare educators to teach reading using evidence-based practices aligned with the science of reading, leaving many students at risk of reading failure. While Orton-Gillingham and other Structured Literacy approaches have proven highly effective for all students, these methods are often mistakenly viewed as specialized interventions only for students with dyslexia, limiting their widespread classroom implementation.

IMSE addresses these challenges by providing a core foundational literacy skills curriculum based on the Orton-Gillingham approach, accompanied by optional professional development opportunities. The OG+ curriculum equips educators with research-based, multimodal instructional materials that can be implemented effectively as a supplemental program within a school's literacy block across diverse classroom settings.

RESOURCES

What resources are available?

Core Curriculum Components

- | | |
|---|--|
| <ul style="list-style-type: none">• <i>Orton-Gillingham Plus Manual and Assessment Manual</i>• <i>Orton-Gillingham Plus Teacher Guides (K–2)</i>• <i>Spelling Teacher Guide 3rd Grade+</i>• <i>Orton-Gillingham Plus Fidelity Companion</i>• <i>Syllable Division Teacher Guide (Grade 1 and beyond)</i>• Student Materials:<ul style="list-style-type: none">◦ OG+ Student Workbooks◦ IMSE Decodable Readers Fiction: Volume 1 (PDF), Fiction: Volume 2 (PDF), and Nonfiction: Volume 1 (PDF)◦ Word-Building Kit◦ Red Word Book | <ul style="list-style-type: none">• Classroom Implementation Tools:<ul style="list-style-type: none">◦ Phoneme/Grapheme Card Pack◦ Syllable Division Posters◦ Blending Board◦ Customizable Whiteboard◦ Sensory Screen and Sensory Sand (small-group intervention) <hr/> <p>Digital Resources:</p> <ul style="list-style-type: none">• Access to IMSE's online assessment and resource portal• Access to IMSE LAB• OG+ Implementation Library |
|---|--|



RESOURCES

Optional Professional Development & Services:

- 30-hour OG+ Training
- Asynchronous 3-hour *Fluency, Vocabulary, and Comprehension* Course
- Asynchronous 1-hour *Student-Centered Teaching* Course
- District- or school-wide implementation planning, coaching, and technical support
- Practicum and certification pathways

Additional Training Options (available for separate purchase):

- 12.5-hour Phonological Awareness Course
- Morphology Plus Course
- Administrator Course
- Educational Assistant Course
- Intervention and Support Course
- Science of Reading Course
- Fidelity Course
- Dyslexia Overview Course

STRATEGIES AND ACTIVITIES

What will the activities, events, and such be?

Core Curriculum Implementation

Six-Part Lesson Structure

- | | |
|--|---|
| <ol style="list-style-type: none">1. Phonemic Awareness<ul style="list-style-type: none">◦ Blending and Segmenting◦ Word Chaining (Phoneme Manipulation)2. Three-Part Drill<ul style="list-style-type: none">◦ Visual Drill◦ Auditory/Kinesthetic Drill◦ Blending Drill◦ Vowel Intensive (until short vowels are mastered)3. Phonics: Teaching a New Concept<ul style="list-style-type: none">◦ New Concept Lesson◦ Spelling: Application of a New Concept<ul style="list-style-type: none">▪ Write Words▪ Write Sentences | <ol style="list-style-type: none">4. Irregular Words: Red Words<ul style="list-style-type: none">◦ Review Red Words◦ New Red Words5. Syllable Division/Word Analysis<ul style="list-style-type: none">◦ Syllabication: Multisyllabic Words◦ Word Analysis: Identifying Morphemes6. Reading: Fluency, Vocabulary, and Comprehension<ul style="list-style-type: none">◦ IMSE Interactive Read-Aloud Routines◦ IMSE Decodable Reader◦ Rich Literature◦ OG+ Vocabulary Routine◦ OG+ Comprehension Framework◦ Reciprocal Teaching |
|--|---|



STRATEGIES AND ACTIVITIES

Student Activities:

- Engage with systematic and explicit foundational skills instruction.
- Practice through multimodal, interactive learning experiences.
- Build skills cumulatively with built-in review opportunities.
- Receive appropriate instruction based on assessment data.
- Participate in regular progress monitoring.

Teacher Activities (with curriculum only):

- Deliver structured, explicit phonics instruction.
- Implement systematic lesson plans from teacher guides.
- Use assessment tools to monitor student progress.
- Apply differentiation strategies based on student needs.

Additional Teacher Activities (with optional training):

- Demonstrate knowledge of the foundation and structure of the English language, the science of reading principles, and Structured Literacy.
- Implement Structured Literacy lessons that include phonemic awareness, phonics, word recognition, and fluency.
- Understand how to teach word analysis for phonetic words, incorporating syllable division strategies and morphology when appropriate.
- Implement instructional strategies to support vocabulary development.
- Use decodable readers to reinforce decoding skills, including phonetic concepts, irregular words, and vocabulary, and to build reading fluency and comprehension.
- Leverage English Learners' first language skills to make connections to the language of school.
- Develop advanced skills in assessment and progress monitoring.
- Refine differentiation strategies for diverse learners.



OUTPUTS

What are the initial products of these activities?

Curriculum Implementation:

- Recommended at least 30 minutes of daily OG+ instruction as part of the literacy block
- Three-Part Drill implemented 3–5 times per week
- Weekly concept instruction following the scope and sequence
- Regular practice with decodable texts
- Daily word and sentence dictation practice

Assessment & Progress Monitoring:

- Benchmark assessments 3 times per year (beginning, middle, end)
- Pause to Assess opportunities
- Weekly concept assessments
- Phonological Awareness Diagnostic Assessment
- Regular progress monitoring for students requiring additional support

Optional Training Completion:

- 30 hours of comprehensive training
- Completion of learning assessments and implementation exercises

SHORT-TERM AND INTERMEDIATE OUTCOMES

Student Outcomes:

- Increased engagement with literacy activities
- Improved phonemic awareness and phonics skills
- Enhanced decoding and encoding abilities
- Greater reading fluency with decodable texts
- Expanded recognition of high-frequency words
- Improved confidence in reading abilities
- Growth in vocabulary knowledge
- Enhanced reading comprehension skills

Teacher Outcomes (with curriculum only):

- Increased ability to deliver Structured Literacy lessons
- Improved skill in using assessment data to guide instruction
- Enhanced capacity to differentiate instruction based on student needs



SHORT-TERM AND INTERMEDIATE OUTCOMES

Additional Teacher Outcomes (with optional training):

- A deeper understanding of the principles of the science of reading
- Increased knowledge of a Structured Literacy approach
- Greater confidence in implementing OG+ materials
- Enhanced ability to identify and address student literacy needs
- Improved capacity to provide differentiated instruction

LONG-TERM OUTCOMES AND IMPACTS

Student Outcomes:

- Stronger foundational reading skills
- Improved reading proficiency across texts
- Enhanced academic achievement in literacy-dependent subjects
- Reduced need for intensive reading intervention
- Development of lifelong literacy skills

Teacher Outcomes (with curriculum only):

- Sustained implementation of Structured Literacy practices
- More effective differentiated instruction
- Improved ability to support struggling readers

Additional Teacher Outcomes (with optional training):

- Enhanced expertise in all aspects of literacy instruction
- More effective implementation of Structured Literacy principles
- Sustained professional growth in literacy instruction

ASSUMPTIONS

- Adequate time allocated for OG+ implementation within the literacy block
- Access to required materials and resources
- Ability to maintain program fidelity
- Time for regular assessment and progress monitoring
- For training: teacher availability and school support for professional development

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