Orton-Gillingham Spelling Rules

Teacher's Manual

MAXSCHOLAR

READING INTERVENTION PROGRAMS

To all the students in the country, we dedicate our programs to you. This teacher's manual will help your teachers provide you with a strong foundation in reading. Reading is essential to life. Keep working at it. You will learn how to read.

--the MaxScholar team

MAXSCHOLAR

Printed in the United States of America.

MAXSCHOLAR

ORTON-GILLINGHAM PHONICS PROGRAM

Spelling Rules

TEACHER'S MANUAL

Directions on how to use the MaxScholar Orton-Gillingham Spelling Rules Program

MaxScholar Spelling Rules Program

In this program, the student will learn the Spelling Rules which are an integral part of Orton-Gillingham. Spelling is a difficult task for some students to learn. Spelling rules need to be memorized, generalized, and applied. This process all starts with being taught the rules and being given extensive practice in these rules.

Google Chrome should always be used as the browser. Begin by going to www.maxscholar.com. Login with student's username and password. He/she will be directed to our home page, MyMax.

If possible, when working in a classroom, the teacher should use a Smart Board or a screen with a LCD projector attached to a computer. This model works the best with a group of students or a classroom of students. If the session will be one-on-one or a group of 4 or fewer students, it is fine to use a desktop or notebook computer with the student or students gathered around. It is also possible to work on the entire program using our MaxScholar Spelling Rules Workbook.

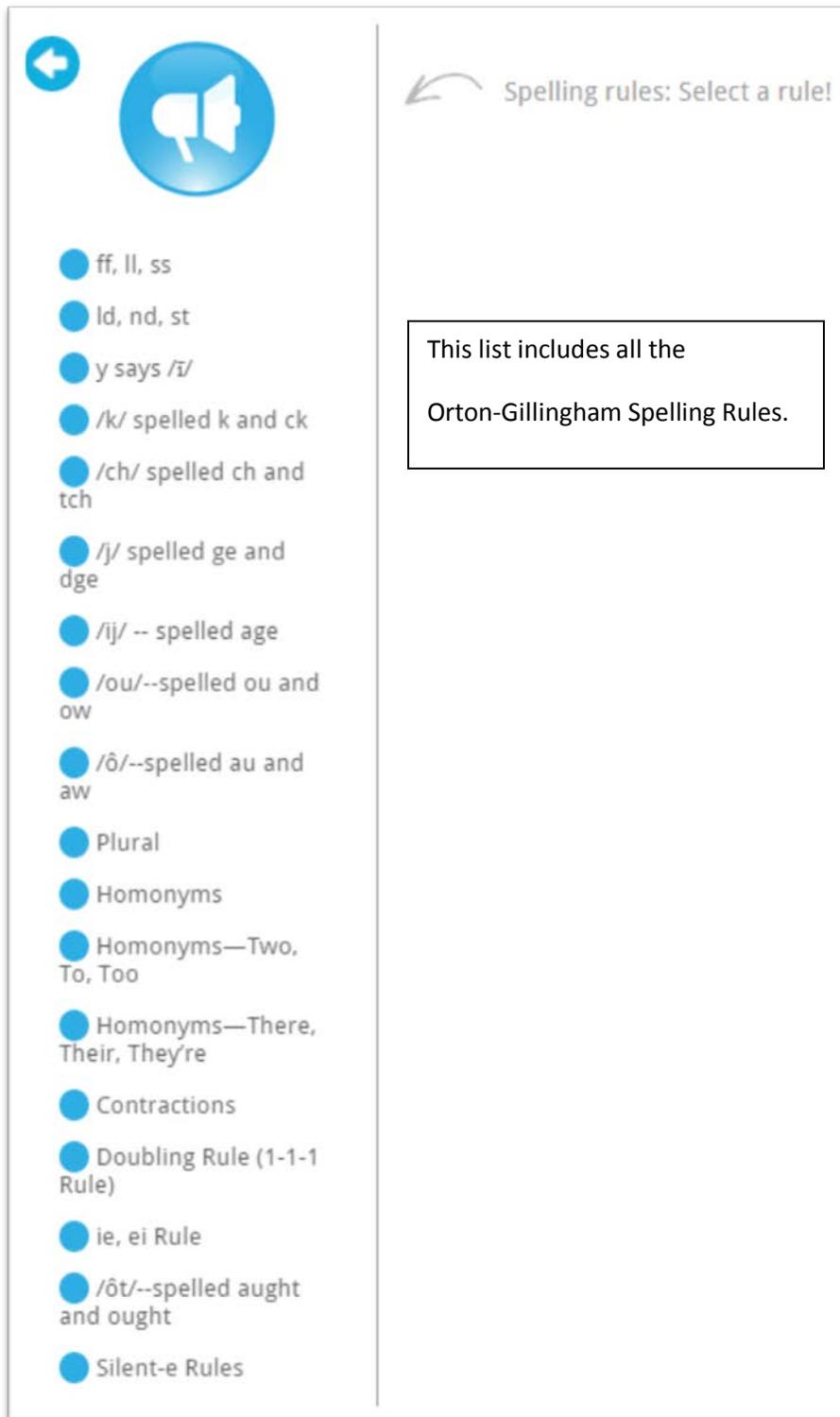Once the student is at our home page screen, MyMax, click on MaxWords.
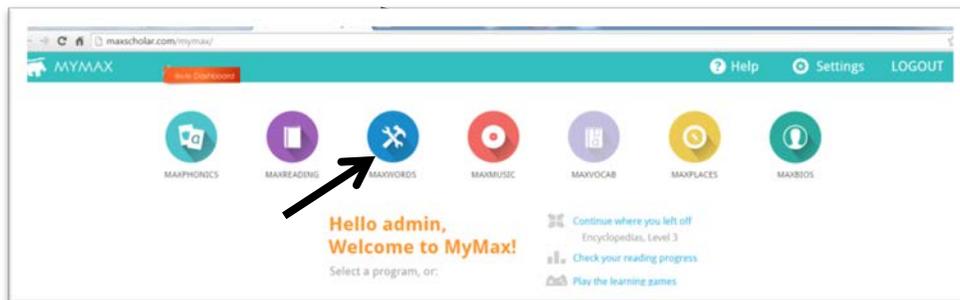
He/she will be taken to our MaxWords menu page which looks like this:

Left-click on "Spelling Rules," and begin.

This is the Main Menu the student will find when he/she first opens Spelling Rules:

Spelling rules: Select a rule!

- ff, ll, ss
- ld, nd, st
- y says /ī/
- /k/ spelled k and ck
- /ch/ spelled ch and tch
- /j/ spelled ge and dge
- /ij/ -- spelled age
- /ou/--spelled ou and ow
- /ô/--spelled au and aw
- Plural
- Homonyms
- Homonyms—Two, To, Too
- Homonyms—There, Their, They're
- Contractions
- Doubling Rule (1-1-1 Rule)
- ie, ei Rule
- /ôt/--spelled aught and ought
- Silent-e Rules

This list includes all the Orton-Gillingham Spelling Rules.

As in all our programs, the student should go in order to learn and practice each of the rules. When the teacher determines that more drill and practice is needed, an individual rule can be selected and practiced.

ff, ll, ss   Left-click on the first button to go to the first rule: *ff, ll, ss.*

Listen up   Countdown!   Quiz Time!   Fill in the blank

Spelling Rule: ff, ll, ss

Rule
• For one syllable words with a short vowel that end in f, l, or s, double the final f, l, or s.

Examples

| cuff | mall | loss | puff |
| doll | chess | cliff | swell |

grass

GOT IT

First notice that there are four buttons at the very top of the screen. They look like this:

Listen up   Countdown!   Quiz Time!   Fill in the blank
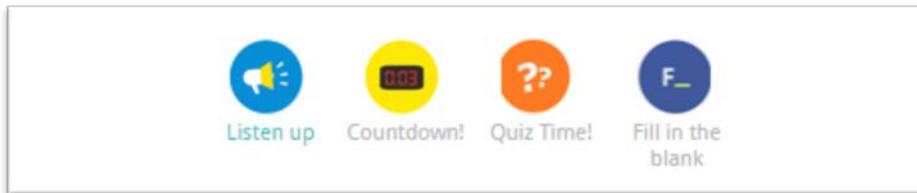
Listen up — Left-click for Read Aloud

Quiz Time! — Left-click for multiple-choice questions

Countdown! — Left-click for wpm timing drill
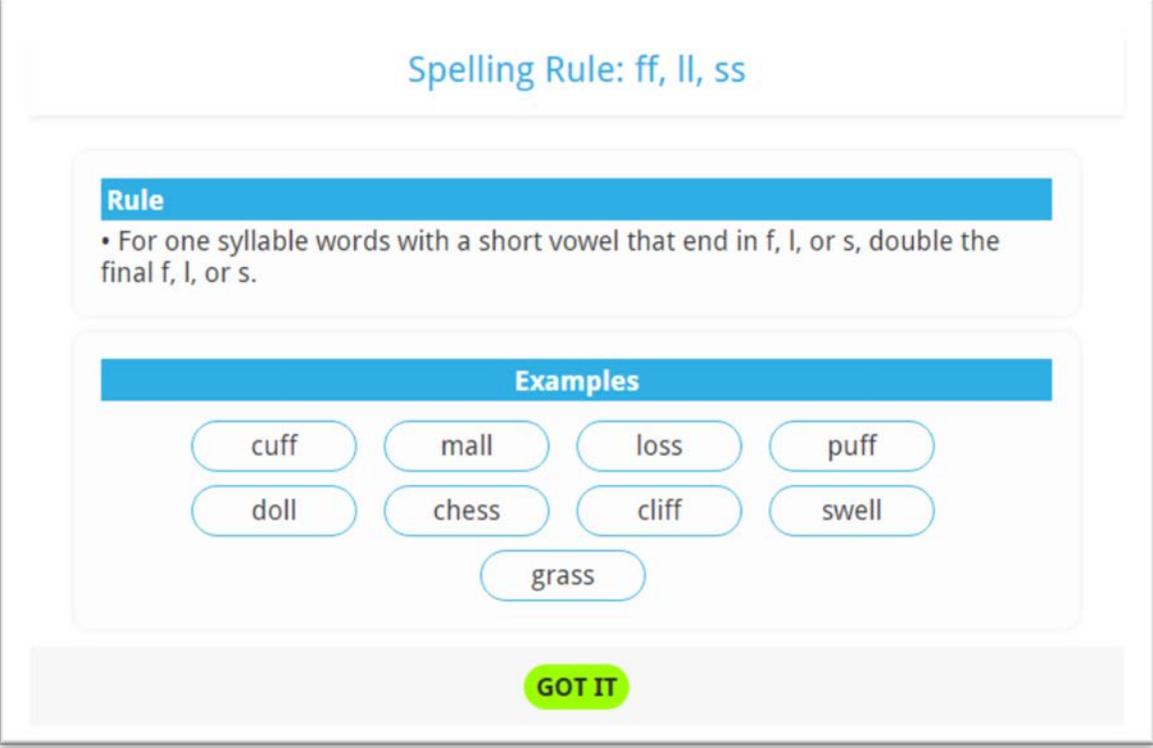
Fill in the blank — Left-click for fill-in-the-blanks questions

Spelling Rule 1

Spelling Rule: ff, ll, ss

Rule
• For one syllable words with a short vowel that end in f, l, or s, double the final f, l, or s.

Examples

| cuff | mall | loss | puff |
| doll | chess | cliff | swell |

grass

GOT IT

This is the screen where the student is taught the rule: *ff, ll, ss*.

First, the student reads the rule (or has the rule read by using the Read Aloud button). The rule is read, but the examples are not. The student should read each example out loud, while concentrating on the spelling of the word as it is being read.

Then, left-click on GOT IT! to advance the screen.

This is the word per minute (wpm) timing drill using words that follow the *ff, ll, ss* rule. The read aloud will read each word to the student, if needed.
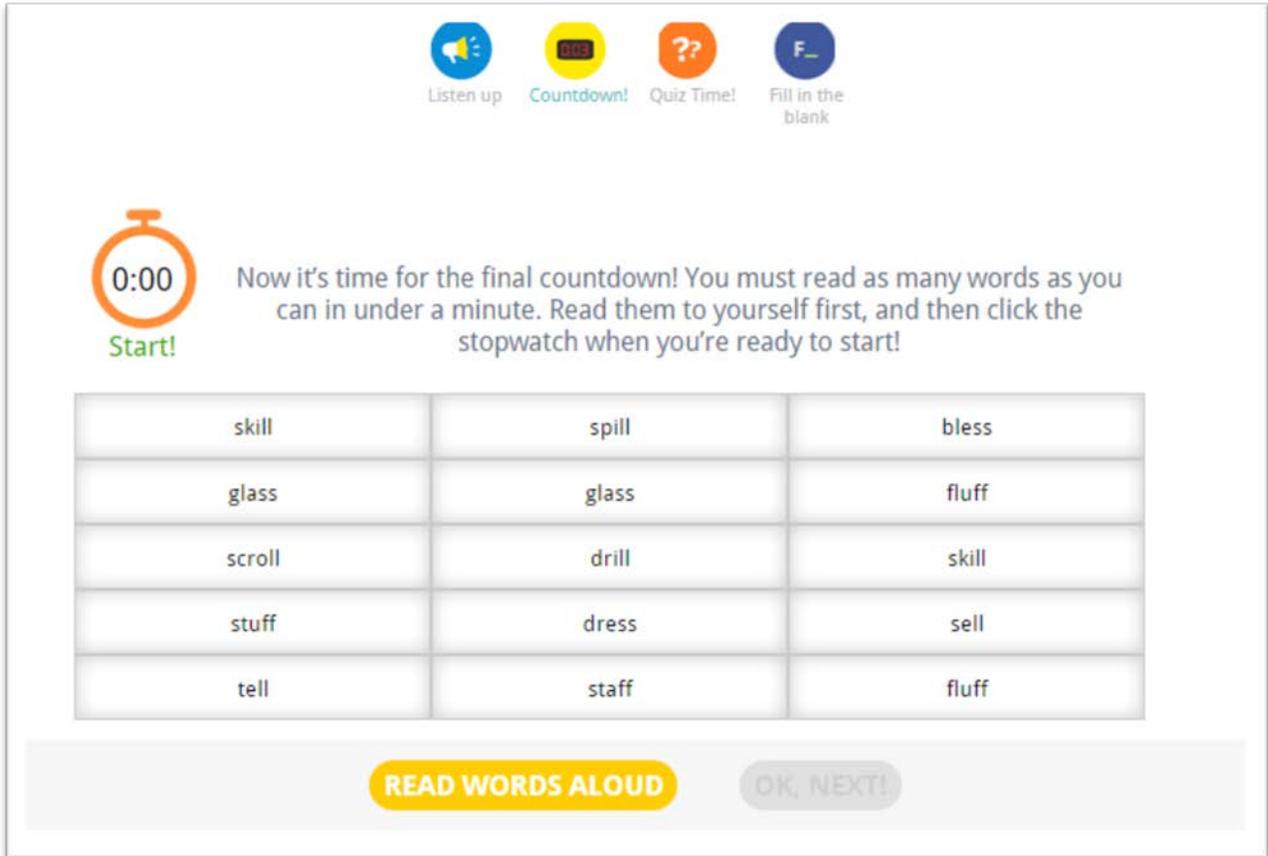
	Listen up	Countdown!	Quiz Time!	Fill in the blank

0:00
Start!

Now it's time for the final countdown! You must read as many words as you can in under a minute. Read them to yourself first, and then click the stopwatch when you're ready to start!

skill	spill	bless
glass	glass	fluff
scroll	drill	skill
stuff	dress	sell
tell	staff	fluff

READ WORDS ALOUD   OK, NEXT!

When the student is ready to begin, he/she should left-click on the stopwatch and the timer will begin timing the student for 60 seconds. Either the teacher/tutor/parent will listen to each wpm timing for speed and accuracy, or another student should be paired with each student to complete the drill.

Record the results of the student's wpm timing drill on the Chart which can be found in the Materials Section of the Admin Site or on the next page (page 7).

WORD PER MINUTE TIMING
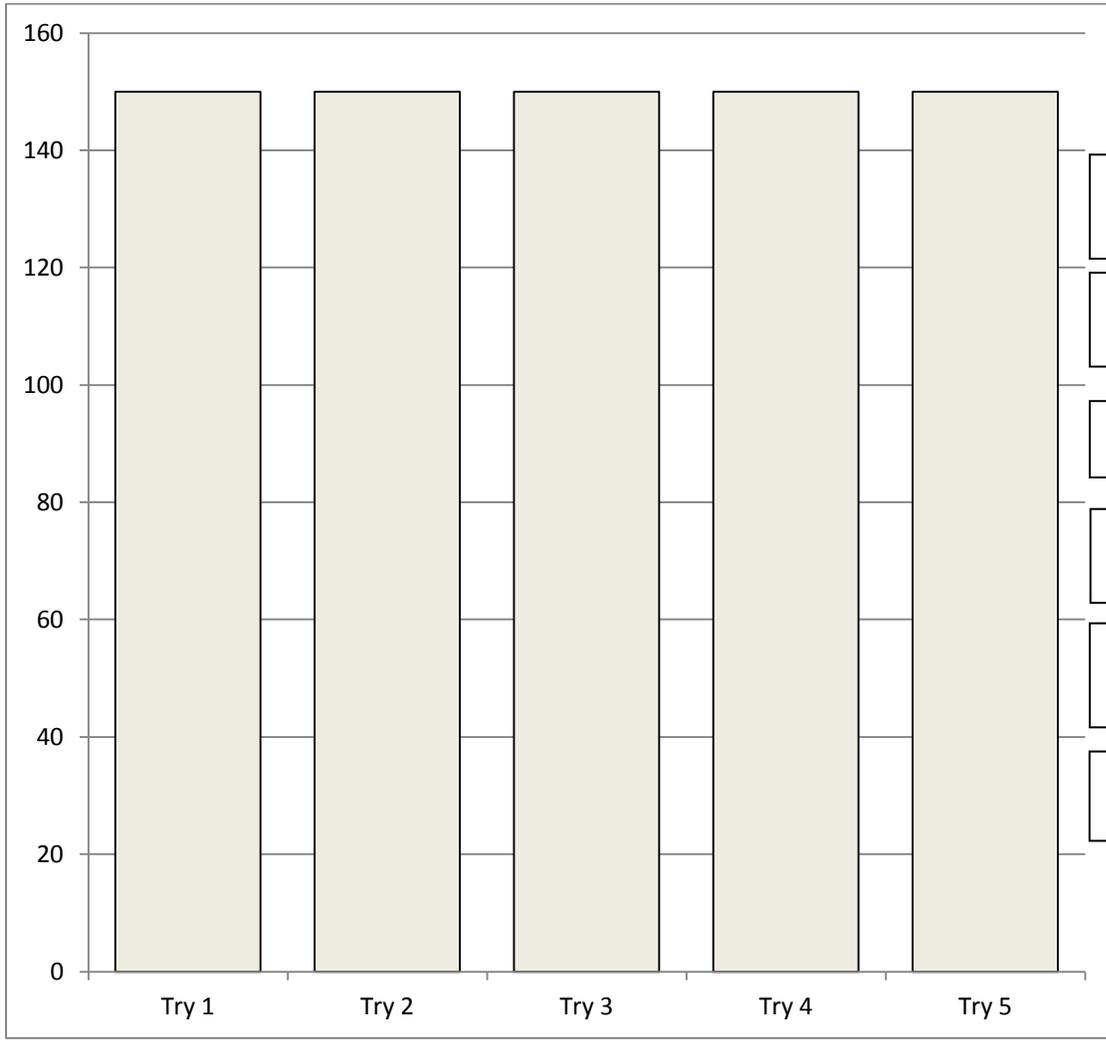
Words per Minute

WOW!				
GREAT!				
REALLY GOOD!				
BETTER!				
MAKING PROGRESS!				
JUST BEGINNING!				

160
140
120
100
80
60
40
20
0

Try 1   Try 2   Try 3   Try 4   Try 5

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____

Spelling Rule drill:

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

The student should left-click on OK, NEXT! to advance to the next screen.

He/she will be taken to the Quiz Time screen which looks like this:

It's quiz time! Read each question, and click on the right answer!

Which of the following words is spelled correctly?
1. stuf
2. smal
3. scrol
4. pill

Which of the following words is spelled correctly?
1. shel
2. tel
3. cliff
4. thiss

Which of the following words is spelled correctly?
1. fluff
2. bluf
3. yel
4. sel

Which of the following words is spelled correctly?
1. yell
2. sel
3. hass
4. staf

DONE

After answering the multiple choice questions, left-click on the DONE button.

It's quiz time! Read each question, and click on the right answer!

Which of the following words is spelled correctly?
1. stuf
2. smal
3. scrol
4. **pill**

Which of the following words is spelled correctly?
1. shel
2. tel
3. **cliff**
4. thiss

Which of the following words is spelled correctly?
1. **fluff**
2. bluf
3. yel
4. sel

Which of the following words is spelled correctly?
1. **yell**
2. sel
3. hass
4. staf

DONE

A score will appear as shown below.

It's quiz time! Read each question, and click on the right answer!

Which of the following words is spelled correctly?
1. stuf
2. smal
3. scrol
4. **pill**

Which of the following words is spelled correctly?
1. shel
2. tel
3. **cliff**
4. thiss

Which of the following words is spelled correctly?
1. **fluff**
2. bluf
3. yel
4. sel

Which of the following words is spelled correctly?
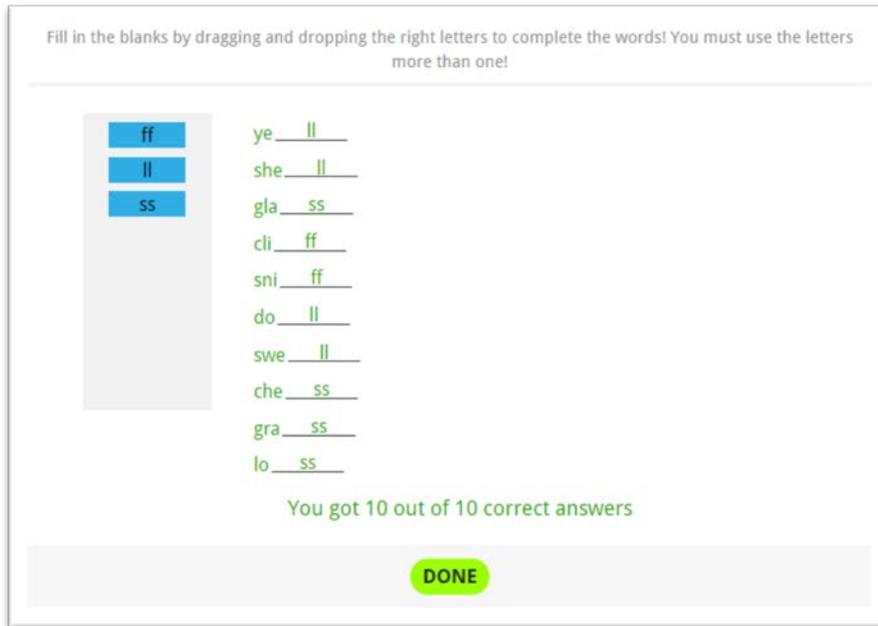1. **yell**
2. sel
3. hass
4. staf
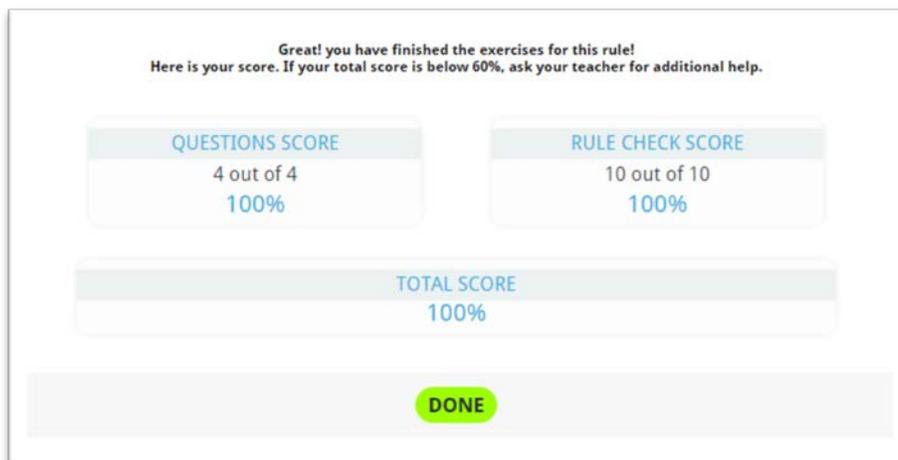
You got 4 correct answers

CONTINUE

Left-click on CONTINUE to advance to the next screen.

On this screen is the next exercise. The student is asked to left-click on the letter combinations (*ff, ll, ss*) and slide them into the column on the right to make a word. Each letter combination will be used more than once. Note that after dragging a letter combination to complete the word in the right column, the letter combination reappears in the left column to indicate that it can be used again.

After completing all the words, left-click on DONE and the following screen will appear:

Fill in the blanks by dragging and dropping the right letters to complete the words! You must use the letters more than one!

ff	ye___ll___
ll	she___ll___
ss	gla___ss___
	cli___ff___
	sni___ff___
	do___ll___
	swe___ll___
	che___ss___
	gra___ss___
	lo___ss___

You got 10 out of 10 correct answers

DONE

Left-click on DONE to go to the next screen.

Great! you have finished the exercises for this rule!
Here is your score. If your total score is below 60%, ask your teacher for additional help.

QUESTIONS SCORE	RULE CHECK SCORE
4 out of 4	10 out of 10
100%	100%

TOTAL SCORE
100%

DONE

If more help is needed, there are more exercises with which to practice in the Spelling Rules Workbook. Left-click on DONE to advance to the next rule.

Spelling Rules 2 through 9

The student will be taken back to the Spelling Rules Main Menu where he/she can choose the next rule to learn and practice.

The spelling rules listed below will follow the exact same pattern and sequence as is found in the *ff, ll, ss* rule:

ld, nd, st

y says /ī/

/k/ spelled k and ck

/ch/ spelled ch and tch

/j/ spelled ge and dge

/ij/ -- spelled age

/ou/--spelled ou and ow

/ô/--spelled au and aw

The drill, practice, and instructions for each of these rules are exactly the same. Please refer to pages 5 through 10.

Spelling Rule 10 is "Plural." It can be found on the Spelling Rules Home Page. Left-click on the button ⬤ Plural

The first screen in the "Plural" section is a little different in that instead of only one rule, there are 10 different rules, all having to do with changing a singular word into a plural word. Here are the rules as shown in the program:
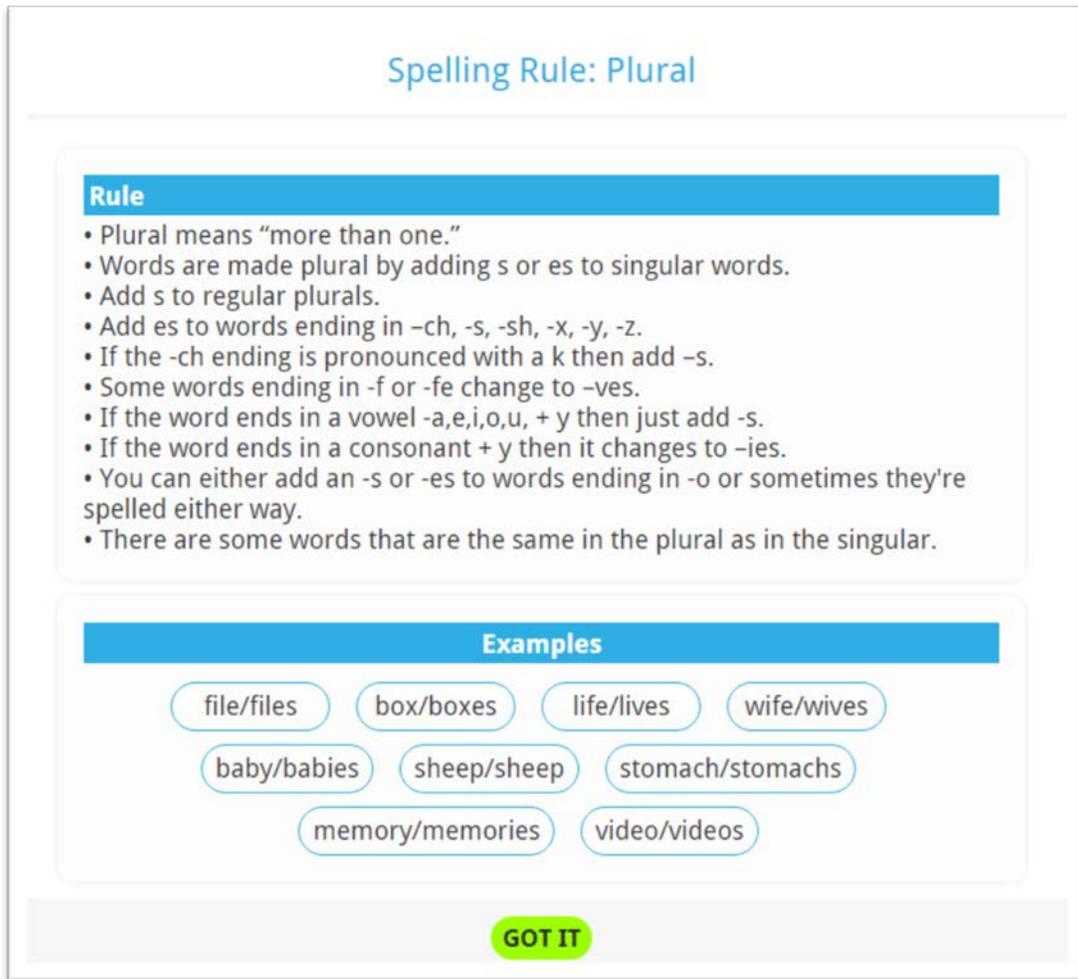
Spelling Rule: Plural

Rule
- Plural means "more than one."
- Words are made plural by adding s or es to singular words.
- Add s to regular plurals.
- Add es to words ending in –ch, -s, -sh, -x, -y, -z.
- If the -ch ending is pronounced with a k then add –s.
- Some words ending in -f or -fe change to –ves.
- If the word ends in a vowel -a,e,i,o,u, + y then just add -s.
- If the word ends in a consonant + y then it changes to –ies.
- You can either add an -s or -es to words ending in -o or sometimes they're spelled either way.
- There are some words that are the same in the plural as in the singular.

Examples

(file/files) (box/boxes) (life/lives) (wife/wives)

(baby/babies) (sheep/sheep) (stomach/stomachs)

(memory/memories) (video/videos)

GOT IT

It is very important to listen as the narrator reads each rule. Then the student should read each rule over again. Then look at each example of the first nine rules to see what the rule looks like. The 10th rule has to do with the situation in which a word means the same in singular as in plural.

The wpm timing drill for this section is also slightly different. In this case, the student must read each word of the pair of words in each box going from left to right and top to bottom. Have the student left-click on the timer and begin to read for speed and accuracy. As before he/she must go back to the beginning after completing all the 9 word pairs listed in the table.
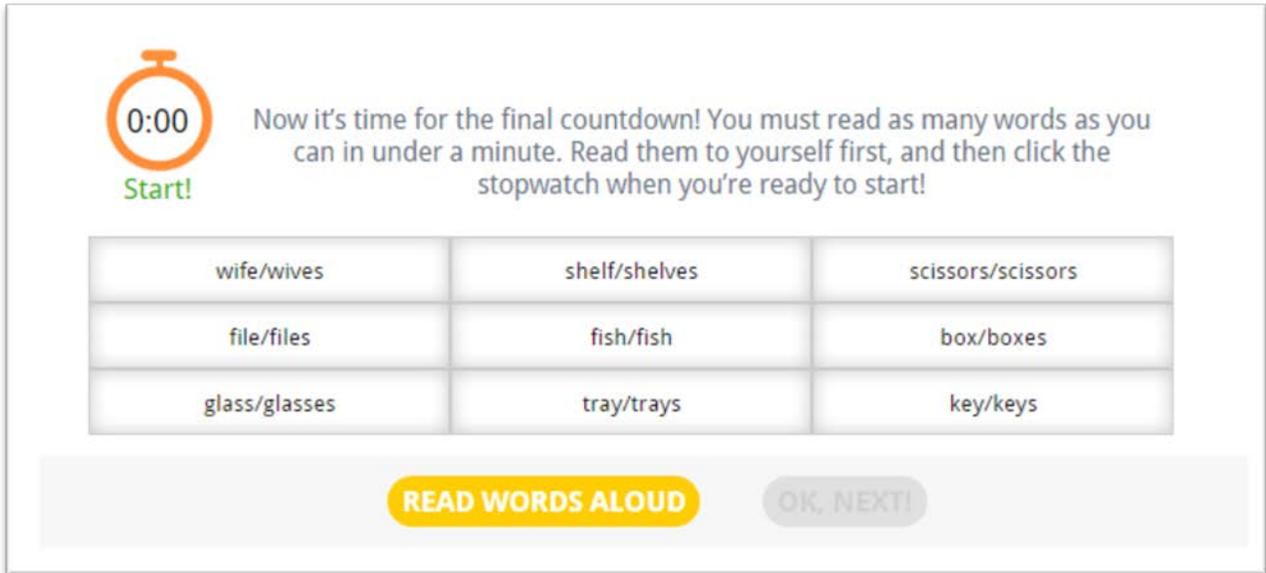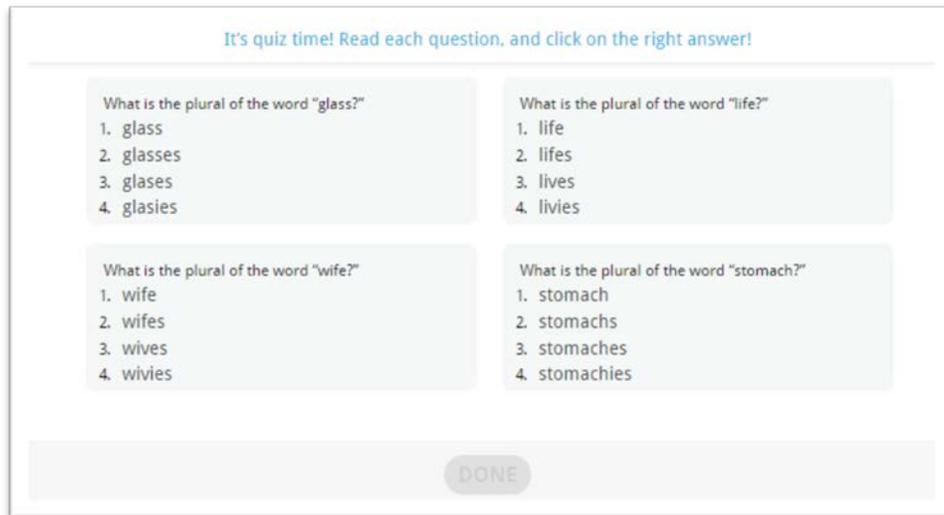
Next is the set of multiple choice questions. As in the other drills, the student needs to left-click on the correct answer. When he/she has completed answering all the questions, left-click on DONE to go to the next screen.

It's quiz time! Read each question, and click on the right answer!

What is the plural of the word "glass?"
1. glass
2. glasses
3. glases
4. glasies

What is the plural of the word "life?"
1. life
2. lifes
3. lives
4. livies

What is the plural of the word "wife?"
1. wife
2. wifes
3. wives
4. wivies

What is the plural of the word "stomach?"
1. stomach
2. stomachs
3. stomaches
4. stomachies

DONE

Note on the screenshot below what happens when a question is answered incorrectly. The incorrect one will be highlighted in a different color.
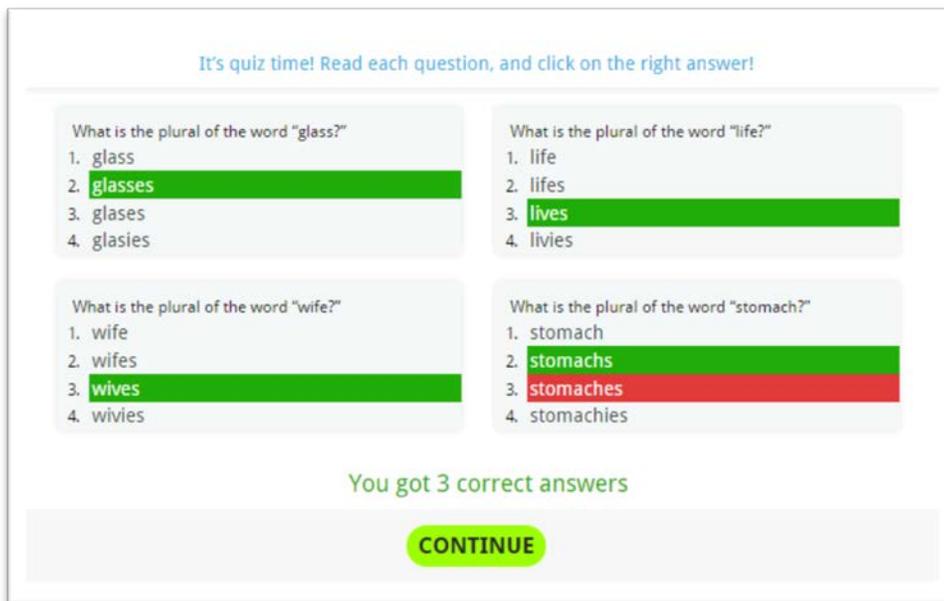
It's quiz time! Read each question, and click on the right answer!

What is the plural of the word "glass?"
1. glass
2. glasses
3. glases
4. glasies

What is the plural of the word "life?"
1. life
2. lifes
3. lives
4. livies

What is the plural of the word "wife?"
1. wife
2. wifes
3. wives
4. wivies

What is the plural of the word "stomach?"
1. stomach
2. stomachs
3. stomaches
4. stomachies

You got 3 correct answers

CONTINUE

This screen shows the score for the multiple questions just answered. As the narrator says, if the score is <60%, the student should be referred to our Spelling Rules Workbook which has many more examples, more fluency drills, and many more multiple choice questions to answer.

Homonyms

The next three sections are devoted to homonyms. Spelling rule 12 teaches the student about homonyms in general. There are over 400 such pairs in the English language. We teach 16 of those in the program. In the Workbook there are more to learn.

The homonyms are displayed in a way that is easy to memorize.

Homonym examples

aid	to assist	aide	an assistant
affect	to change	effect	result
arc	part of circle	ark	vessel
buoy	navigation aid	boy	male child
die	become dead	dye	colors
fair	even-handed	fare	payment
heal	cure disease	heel	part of foot
higher	farther up	hire	to employee

READ WORDS ALOUD   GOT IT

Homonym examples

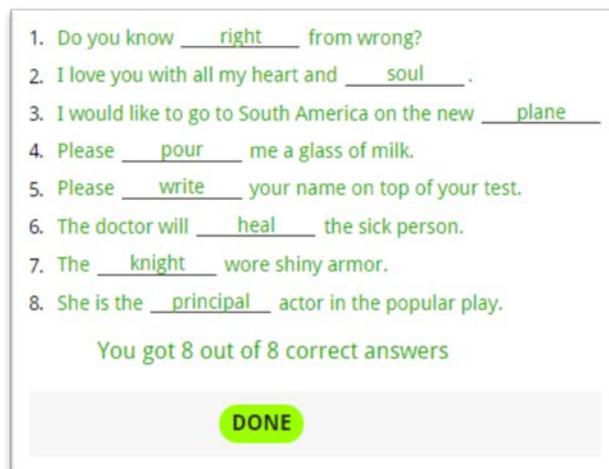|			
poor	not rich	pour	flow freely
principal	head of school	principle	cause
quarts	¼ of gallon	quartz	crystal rock
right	correct	write	inscribe
sole	only	soul	immortal part of person

READ WORDS ALOUD   GOT IT

The student might want to make flash cards with the homonym on the front of the index and the definition and use in a sentence on the back. Review both definitions periodically.

Next is the wpm timing drill which has the same set of instructions as do all the other timing drills. This is followed by the multiple choice questions which should be answered by left-clicking on the correct answer. Advise the student to be very careful in their answers since 2 or the 4 questions ask for words that are <u>not</u> homonyms. Those questions were created to see if the student understands the concept of homonyms.

It's quiz time! Read each question, and click on the right answer!

Which of the following words are NOT homonyms?
1. oan/own
2. cell/sell
3. hour/our
4. close/clothes

Which of the following words are NOT homonyms?
1. beat/beet
2. half/have
3. manner/manor
4. hear/here

Which of the following words are homonyms?
1. flew/flute
2. racket/rocket
3. role/rule
4. prince/prints

Which of the following words are homonyms?
1. past/possed
2. not/knit
3. in/inn
4. linked/lynx

DONE

The next section of homonyms asks the student to demonstrate understanding of the concept of homonyms by completing sentences by left-clicking on a word in the left column, holding down the left-click button, and dragging it to the line in the sentence in the right column.

1. Do you know _____right_____ from wrong?
2. I love you with all my heart and _____soul_____ .
3. I would like to go to South America on the new _____plane_____
4. Please _____pour_____ me a glass of milk.
5. Please _____write_____ your name on top of your test.
6. The doctor will _____heal_____ the sick person.
7. The _____knight_____ wore shiny armor.
8. She is the _____principal_____ actor in the popular play.

You got 8 out of 8 correct answers

DONE

The student will receive a score on the next screen reflecting his/her performance on the two quizzes. If the score is less than 60% please direct the student to our workbook where there are many more examples and questions to practice on.

Spelling Rule 12: Homonyms: two, to, too
Spelling Rule 13: Homonyms: there, their, they're.

Spelling Rules 12 and 13 isolate and teach some of the most confusing of the homonyms for students: **two, to, too** and **there, their, they're**. These all have to be memorized and practiced. There is much similarity to these two rules. They both have three homonyms to memorize. The student must be able to study these sets of homonyms, tell the teacher their exact definitions, and independently write a sentence using them correctly. There is not a fluency drill in either of these rules because all of the words would be pronounced the same.

Here are the rules:

Then the student is directed right to the multiple choice questions. There are four in each rule.

After answering each set of questions, the score will appear. Left-clicking on DONE will take the student back to the Spelling Rules Main Menu. Again, for more drill and practice, the student will find many more multiple choice questions associated with each rule in the Workbook. As in any OG face-to-face teaching, the teacher can create more examples to use with a student.

Spelling Rule 14: Contractions

Contractions are very commonly used in daily speech.   Many children and adults use contractions as commonly as the words they represent.   It is important that the student understands the way contractions are formed.   These are described in this section.   It is essential that these are memorized by the student so he/she will understand them when they are encountered in reading.   On the other hand, contractions create a friendly, informal tone that may not be suitable in **formal writing.** In formal writing, contractions are discouraged, and considered a form of "common speech," not "formal writing."   All this should be explained to the student while he/she is learning about them.

Spelling Rule: Contractions

Rule
• A contraction is a word made from a verb and another word. An apostrophe takes the place of any letters that are left out.
• A contraction can be made by joining a verb and the word "not," a word and the verb "is," and a pronoun and a verb.
• Although there are nearly one hundred different contractions, you will learn many of the commonly used ones here.

Examples

aren't	can't	hasn't	he'll
isn't	that's	they'll	we'd
	who'll		

GOT IT

First the rules are defined in terms of what is a contraction, why an apostrophe is used, and the three types of contractions:
- A verb and the word "not"
- A word and the verb "is"
- A pronoun and a verb.

There are over 100 different contractions, the meanings of which can easily be figured out by understanding of how consonants are made.

The chapter then gives some examples. They can be read to the student by left-clicking on the READ WORDS ALOUD button.

Pronoun + Verb

he'd → he would	he'll → he will	he's → he is, he has
I'd → I would, I had	I'll → I will	I'm → I am
I've → I have	it'll → it will	it's → it is, it has
she'd → she would, she had	she'll → she will	she's → she is, she had
they'd → they had, they would	they'll → they will	they're → they are
we'd → we would, we had	we'll → we will	we're → we are
we've → we have	who'll → who will	you'd → you would, you had
you'll → you will	you're → you are	you've → you have

READ WORDS ALOUD   **GOT IT**

Word + Is

here's → here is	that's → that is	there's → there is
what's → what is	where's → where is	who's → who is

Verb + Not

aren't → are not	can't → cannot	couldn't → could not
could've → could have	didn't → did not	hadn't → had not
hasn't → has not	haven't → have not	isn't → is not
mustn't → must not	shouldn't → should not	wasn't → was not
weren't → were not	wouldn't → would not	

READ WORDS ALOUD   **GOT IT**

Then comes the expected wpm timing, using some of the contractions just learned. As always, have the student left-click on the stop watch to begin. Read all the words in the table. When the student has read all the words in the table in the proper order, have him/her start over. Again, have the student track his/her progress by filling out the chart that appears on page 21.

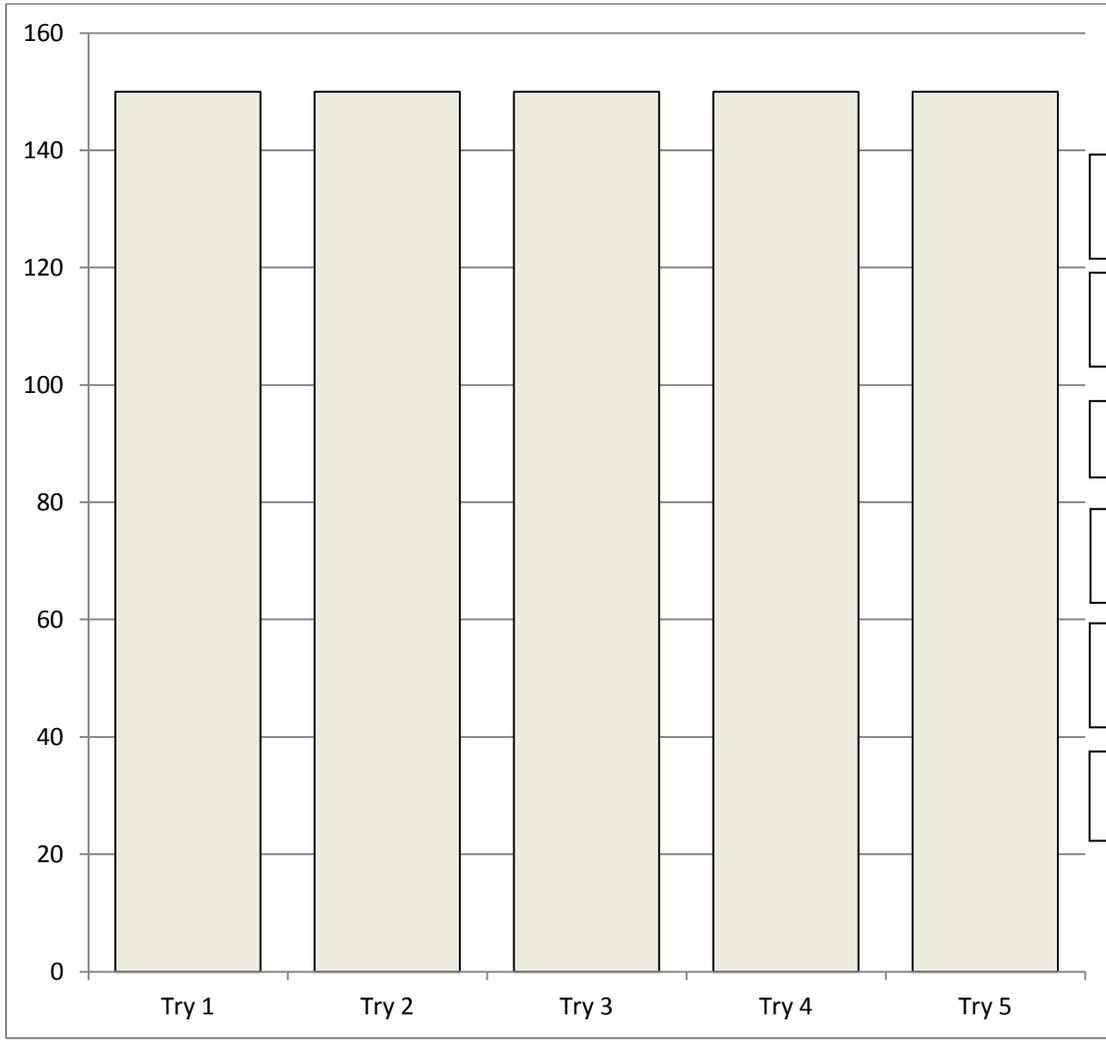# WORD PER MINUTE TIMING

Words per Minute

Words per Minute					
160					
140						WOW!
120						GREAT!
100						REALLY GOOD!
80						BETTER!
60						MAKING PROGRESS!
40						JUST BEGINNING!

	Try 1	Try 2	Try 3	Try 4	Try 5
Date:	Date:	Date:	Date:	Date:

Drill: *contractions*

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

Then have the student take the quiz.

Advise the student to be careful to read each question carefully, since two of the four questions ask for words that are NOT contractions.

After the student answers all four questions, then left-click the DONE button. He/she will receive a score on the next screen, then be taken to the screen where he/she can practice the understanding of contractions by filling in the blanks.

As before, have the student left-click on a word in the left column. Keep holding the left button down, and slide the word to the proper space in the sentence in the right column.

The completed exercise should look like this.

Clicking on the DONE button will take the student to the page where he/she will receive a score for both quizzes in this chapter. The student will be taken back to the Spelling Rules Main Menu to go to the next chapter. Again, there are many more fill in the blank drills in the Workbook.

Spelling Rule 15: Doubling Rule (1 – 1 – 1 Rule)

Spelling Rule: Doubling Rule (1-1-1 Rule)

Rule

• If a one-syllable word ends in one consonant with one vowel before it, double the final consonant of the word when you add a suffix that begins with a vowel.
• Do not double the final consonant if the suffix begins with a consonant.
• Never double the letters w, x, and y.

Examples

mad+est maddest

mad+er madder

mad+ly madly

mad+ness madness

snow+ing snowing

box+ing boxing

GOT IT

Point out to the student that this is actually three rules. The first rule tells the student what to do. The next two rules tell him/her what NOT to do.

The wpm timing follows the same directions as all the others.

0:00
Start!

Now it's time for the final countdown! You must read as many words as you can in under a minute. Read them to yourself first, and then click the stopwatch when you're ready to start!
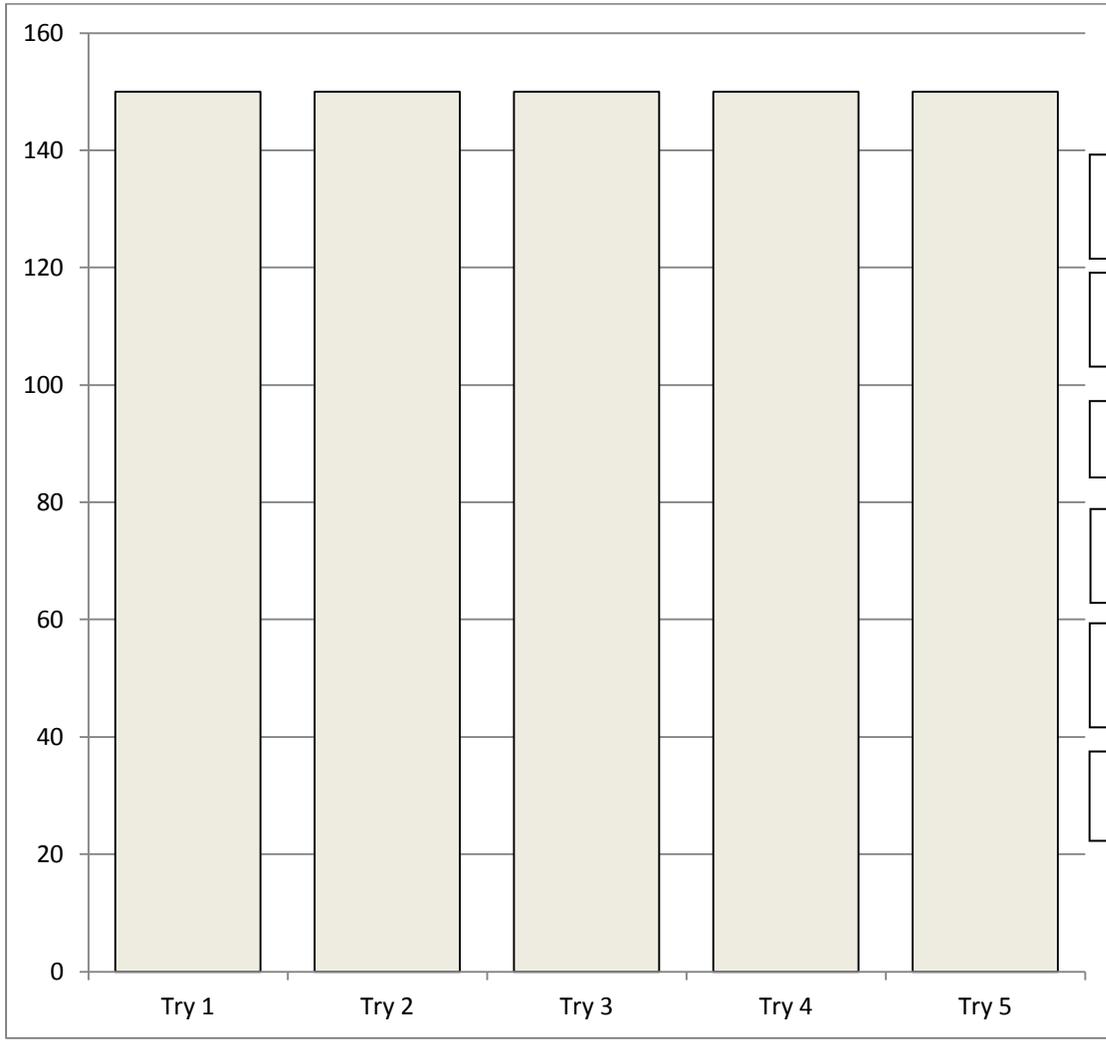
illness	foggy	planned
digging	shipping	sadly
stopped	joyful	badly

READ WORDS ALOUD   OK, NEXT!

Have the student practice this drill at least four or five times and enter the scores on the chart.

WORD PER MINUTE TIMING

Words per Minute

					WOW!
					GREAT!
					REALLY GOOD!
					BETTER!
					MAKING PROGRESS!
					JUST BEGINNING!

160

140

120

100

80

60

40

20

0

Try 1	Try 2	Try 3	Try 4	Try 5

Date: Date: Date: Date: Date:

Drill: *Doubling Rule (1-1-1 Rule)*

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

Next is the quiz:

After answering all four questions, left-click on DONE. The score will appear, as usual.

Left-clicking on DONE will take the student back to the Spelling Rules Main Menu.

For those students who need extra drill and practice, the Workbook contains a much larger wpm timing table and many more multiple choice questions. It might be good for every student to have the practice.

Spelling Rule 16: *ie, ei* Rule

This is a rule that every elementary school student learns. It is in the form of a rhyme:

"*i* before *e*, except after *c*, unless sounding like *a*, as in *neighbor* or *weigh*."

Unfortunately, there are many exceptions which need to be memorized.
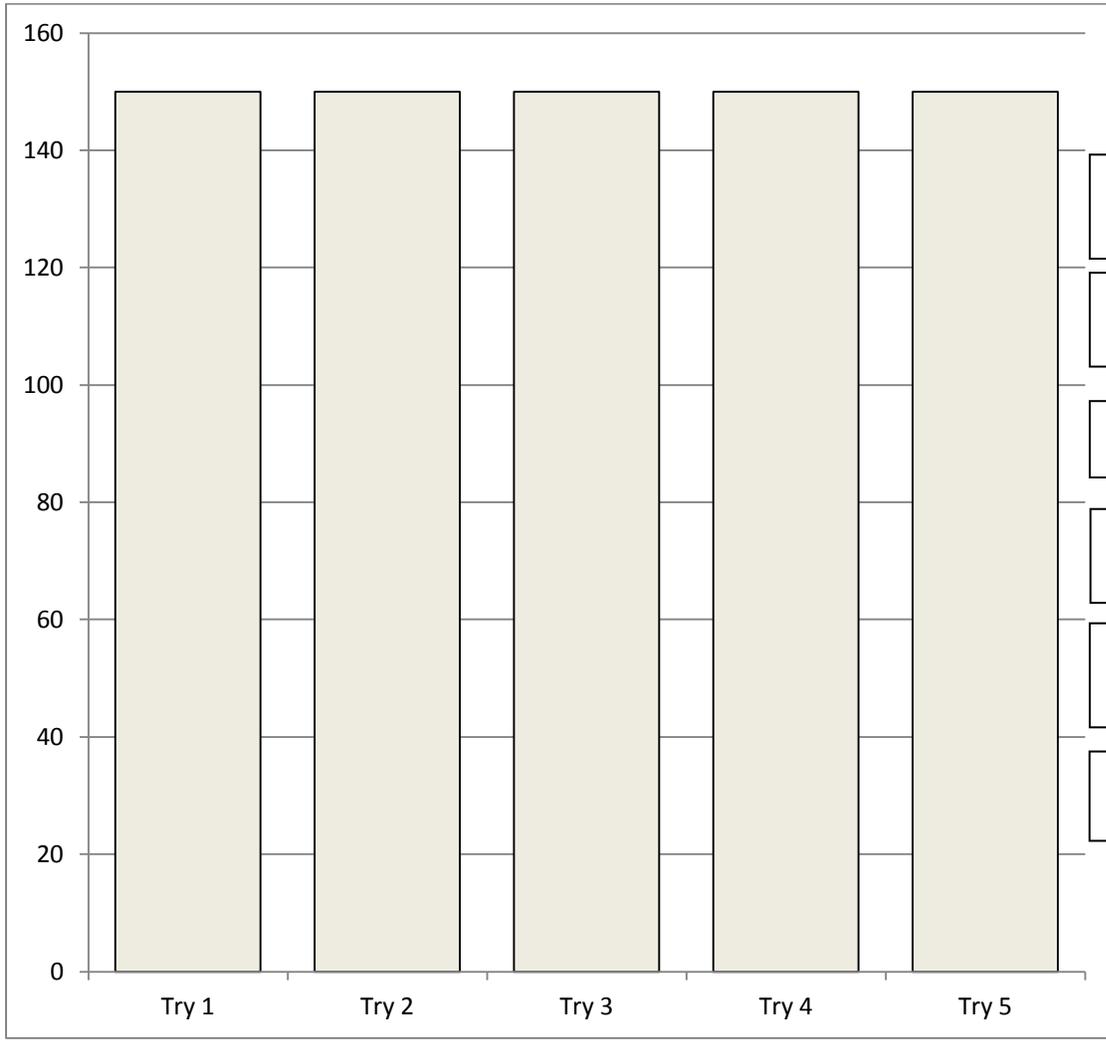

The wpm timing follows the same directions as all the others.

Have the student practice this drill at least four or five times and enter the scores on the chart.

WORD PER MINUTE TIMING

Words per Minute

	Try 1	Try 2	Try 3	Try 4	Try 5

(Chart y-axis: 0, 20, 40, 60, 80, 100, 120, 140, 160)

WOW!

GREAT!

REALLY GOOD!

BETTER!

MAKING PROGRESS!

JUST BEGINNING!

Date: _____ Date: _____ Date: _____ Date: _____ Date: _____

Drill: *ie, ei Rule*

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

Next is the quiz. Again, be careful of the questions that contain "not."

It's quiz time! Read each question, and click on the right answer!

Which of the following words does NOT follow the ie/ei rule?
1. sheild
2. field
3. receive
4. perceive

Which of the following words does NOT follow the ie/ei rule?
1. deceit
2. neice
3. piece
4. diesel

Which of the following words follows the ie/ei rule?
1. perieve
2. releif
3. greif
4. achieve

Which of the following words follows the ie/ei rule?
1. peir
2. cieling
3. cashier
4. reciept

DONE

This rule contains a different type of quiz than in most of the other rules. The student is to choose *ie* or *ei* to complete the words in the column on the right. By now he/she should be skilled at left-clicking and dragging a phrase from one column to the next.

Fill in the blanks by dragging and dropping the right letters to complete the words! You must use the letters more than one!

ie
ei

c_____ ling
ach_____ ve
bel_____ f
b_____ ge
bel_____ ve
caff_____ ne
conc_____ t
d_____ sel
_____ ther

DONE

Point out that each letter combination (*ie* or *ei*) must be used multiple times.

Here is what it looks like when completed:

c___ei___ling
ach___ie___ve
bel___ie___f
b___ei___ge
bel___ie___ve
caff___ei___ne
conc___ei___t
d___ie___sel
___ei___ther

You got 9 out of 9 correct answers

DONE

After obtaining the quiz score, left-click DONE to get back to the Spelling Rules Main Menu.

Great! you have finished the exercises for this rule!
Here is your score. If your total score is below 60%, ask your teacher for additional help.

QUESTIONS SCORE	RULE CHECK SCORE
4 out of 4	9 out of 9
100%	100%

TOTAL SCORE
100%

DONE

For those students who need extra drill and practice, the Workbook contains a much larger wpm timing table and many more multiple choice questions. It might be good for every student to have the practice.

Spelling Rule 17: /ôt/ -- spelled *aught* and *ought*

The upside-down "v" over the letter "o" has a funny name. It is called a "diacritical mark." Specifically, the one over the "o" is called a "circumflex." This mark means that the sound of the letter is not pronounced the usual way. That is what this rule is all about.

The rule in itself is actually quite easy.

Next is the typical wpm timing drill.

Have the student practice this drill at least four or five times and enter the scores on the chart.

WORD PER MINUTE TIMING

Words per Minute

Words per Minute				
160				

WOW!

GREAT!

REALLY GOOD!

BETTER!

MAKING PROGRESS!

JUST BEGINNING!

Try 1	Try 2	Try 3	Try 4	Try 5

Date: Date: Date: Date: Date:

Spelling Rules drill: **/ôt/ -- spelled *aught* and *ought***

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

Then the quiz and the click and drag exercise:

It's quiz time! Read each question, and click on the right answer!

Which of the following words follows the aught/ought rule?
1. distrought
2. faught
3. naughty
4. granddoughter

Which of the following words follows the aught/ought rule?
1. forethought
2. thaught
3. saught
4. cought

Which of the following words does NOT follow the aught/ought rule?
1. daugther
2. slaugther
3. thoughtful
4. braught

Which of the following words does NOT follow the aught/ought rule?
1. thaught
2. taught
3. bought
4. ought

You got 2 correct answers

CONTINUE

The student must be careful when dragging the *aught* or *ought* to the right. It must be placed exactly on the line for the score to be registered and the *aught* or *ought* to be replaced in the left column.

Fill in the blanks by dragging and dropping the right letters to complete the words! You must use the letters more than one!

aught
ought

br _ought_
b_ought_
dr _aught_
s_ought_
th _ought_
c_aught_
t_aught_
d_aught_ er
wr _ought_
n_aught_ y

You got 9 out of 10 correct answers

DONE

Left-click on DONE to advance the screen.

Great! you have finished the exercises for this rule!
Here is your score. If your total score is below 60%, ask your teacher for additional help.

QUESTIONS SCORE	RULE CHECK SCORE
2 out of 4	9 out of 10
50%	90%

TOTAL SCORE
70%

DONE

For those students who need extra drill and practice, the Workbook contains a much larger wpm timing table and many more multiple choice questions. It might be good for every student to have the practice.

Spelling Rule 18: Silent-*e* Rules

There are two rules to memorize in this chapter: when to keep the silent-*e* and when to drop the silent-*e*.

Next is the typical wpm timing drill.

Have the student practice this drill at least four or five times and enter the scores on the chart.

WORD PER MINUTE TIMING

Words per Minute

	WOW!
	GREAT!
	REALLY GOOD!
	BETTER!
	MAKING PROGRESS!
	JUST BEGINNING!

Chart y-axis: 160, 140, 120, 100, 80, 60, 40, 20, 0

| Try 1 | Try 2 | Try 3 | Try 4 | Try 5 |

Date:_____ Date:_____ Date:_____ Date:_____ Date:_____

Spelling Rules drill: *Silent-e Rules*

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

Then comes the quiz.

It's quiz time! Look at the words we want to form, and choose the proper spelling!

bare + ly
1. barly
2. **barely**
3. barrely

hate + ful
1. **hateful**
2. hatful
3. hattful

love + ing
1. loveing
2. **loving**
3. lovving

blame + ed
1. **blamed**
2. blamd
3. blammed

You got 4 correct answers

CONTINUE

Then comes the scores.

Great! you have finished the exercises for this rule!
Here is your score. If your total score is below 60%, ask your teacher for additional help.

QUESTIONS SCORE
4 out of 4
100%

TOTAL SCORE
100%

DONE

For those students who need extra drill and practice, the Workbook contains a much larger wpm timing table and many more multiple choice questions. It might be good for every student to have the practice.

The Workbook has an additional chapter, Mixed Rule Exercises. This is something that all students could benefit from

Progress Monitoring

It is very important to document mastery of the Spelling Rules taught in the MaxScholar Orton-Gillingham Spelling Rules Program. Since so much of this Orton-Gillingham lesson relies on the teacher/tutor/parent to observe and listen to the student, we have created a check sheet to be used for progress monitoring.

On page 40 is the form we use for documentation. It is also downloadable from the Material Section, MaxWords, Spelling Rules Lesson tracking sheet. These forms should be printed out and kept for each student in the student's file or in a loose leaf notebook for all the students in a class. You should post this information on the Administrative Site under Reports. See page 41. Once the information has been entered, you can print out those results, along with all the other results of that student (or of all your students) by left-clicking on the printer icon on the Reports screen.

# <u>Spelling Rules</u>

Name of Student: _____

Date:_____

RULE	Learning rule	WPM list	Questions	Fill in the blank (words)	Fill in the blank (sentences)
1. *ff, ll, ss*					
2. *ld, nd, st*					
3. *y* says */ī/*					
4. */k/* spelled *k & ck*					
5. */ch/* spelled *ch & tch*					
6. */j/* spelled *ge & dge*					
7. */ij/* spelled *age*					
8. */ou/* spelled *ou & ow*					
9. */ô/* spelled *au &* aw					
10. Plurals					
11. Homonyms					
12. Homonyms: *two, to, too*					
13. Homonyms: *there, their, they're*					
14. Contractions					
15. Doubling Rule (1-1-1)					
16. Words with *ie* or *ei*					
17. */ôt/* spelled *aught* or *ought*					
18. Silent-*e*					

Entering Data into the Administrative Site

In order to keep electronic records of each student, a teacher or someone who has administrative privileges should go to our Dashboard, Reports, Individual. The screen looks like this:
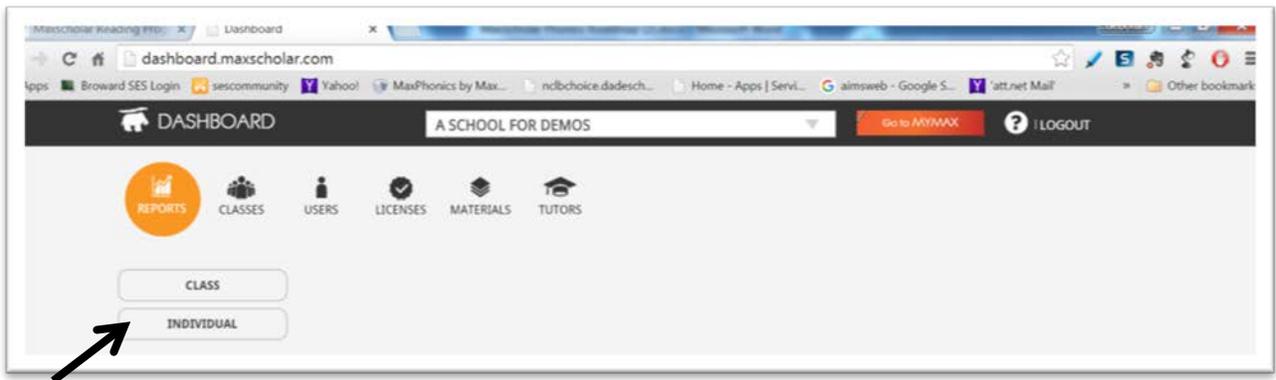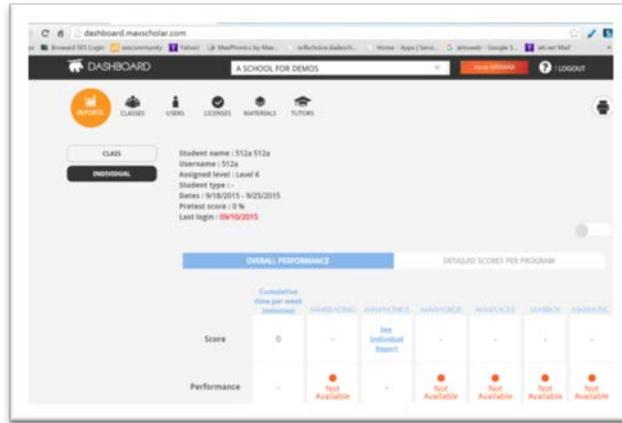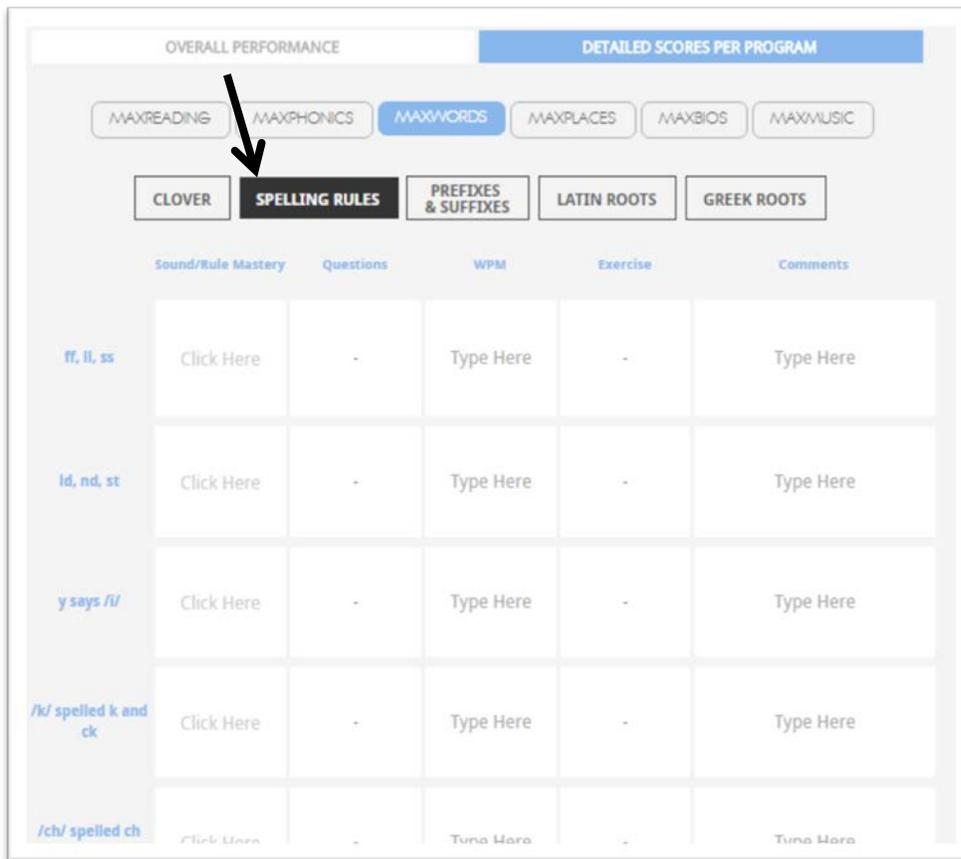

Here is what you will see next:
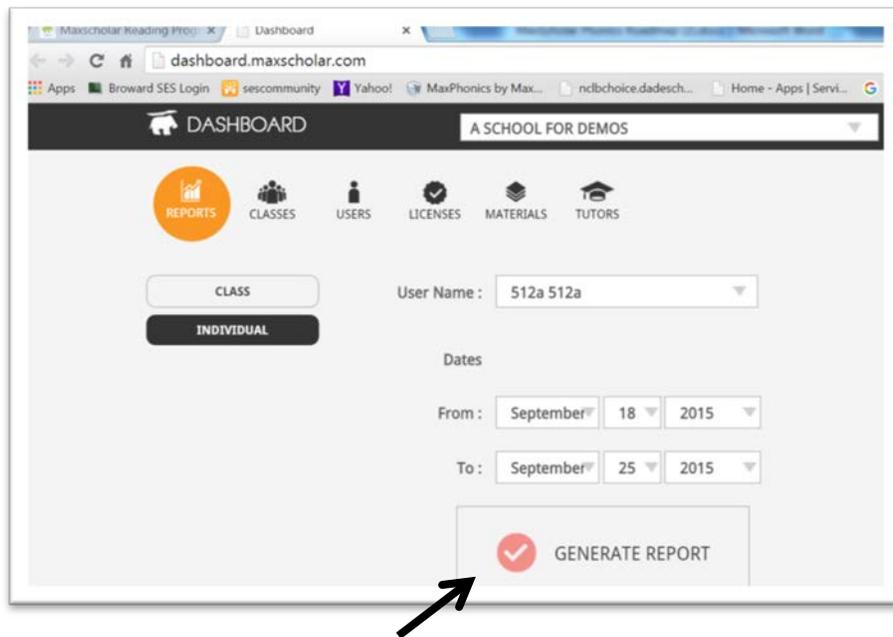
Left-click on Generate Report, and you will be taken to the next screen.

This picture is an example of a "demo" student, attending a "demo" school. Set the parameters, which is usually the date the skill was mastered.

Then left-click on "DETAILED SCORES PER PROGRAM." Then select MAXWORDS. This is what you will see:

You can enter all the data by left-clicking the box and typing in the results. This will archive the information about the student.

Note the first line in the above report. The scores for Questions and for Exercise were populated by the software based on the scores the student achieved when working on the software. The WPM and Comments were entered manually by the teacher. This information will be archived and available for future use.

Blended Learning (Use of Workbooks)

1. The MaxScholar Spelling Rules Workbook complements the Spelling Rules software. It follows the Orton-Gillingham lesson plan. These instructions are to be read to the student or group of students by a teacher, tutor, aide, or parent.

2. Workbooks are suggested to be used in the following ways:

   a. Our MaxScholar Spelling Rules R, which is an Orton-Gillingham Workbook, is an important enhancement for OG Blended Learning. It provides a portfolio of the student's work.

   b. The teacher/tutor/parent can start with group sessions using a Smart Board or a LCD projector. We predict that it will take 10 to 15 sessions of 20 to 40 minutes each, before most of the children have mastered the syllabication rules. Some students may take more time, and some may take less time, before they can be allowed to work alone. They need to practice these enough until they reach automaticity, meaning they can go through the entire drill fluently, without mistakes. When there are devices for every student, the teacher/tutor/parent can direct each student to a certain screen. When there are limited numbers of devices in a classroom, allow certain students to work independently on the devices, allowing certain students to work in their workbooks, while the teacher/tutor/parent works with those who need extra attention in small groups.

   c. The workbook contains many more exercises and drills for each chapter than are in the software. When a student is having problems in a specific area, it is advisable to provide more exercises for him/her to do. They can be found in the workbook. There are even more reviews in the workbook than are on-line.

Orton-Gillingham (OG) lesson

The software provides an entire OG lesson for each student. Often, there is a need for a teacher to work individually or do a face-to-face OG lesson with a single student or with a small group of students.

It is important <u>not</u> to discourage the student by saying things like "you are doing it wrong," or "You are writing backwards," or any other negative statement. After observing the student doing something incorrectly, instead of a negative comment, use the phrase, "Now it is my turn," while you demonstrate the proper way to something.

Examples of a Spelling Rule lesson plans can be found under Materials, MaxWords, 16: Template lesson plan: Spelling Rules. It also can be found on page 45 of this manual.

MaxScholar Multisyllabic Words Lesson Plan
Spelling Rules

_____

1. **Visual drill**
   Teacher must have index cards to show the syllable type and its explanation.

2. **Kinesthetic/tactile drill**
   Student writes syllable type and definition in his/her own words on index card.

3. **Fluency drill (WPM timing)**
   Teacher must have list of words and WPM timing sheet. Students will be timed for 60 seconds to see how many words he/she can read. Do not correct the student until after the timing drill.

   Copy table of words below:

   Words read: _____

4. **Auditory drill- Word dictation**
   Student must have paper numbered 1-10. Teacher chooses 10 words from the table of words.

   _____ _____ _____ _____ _____
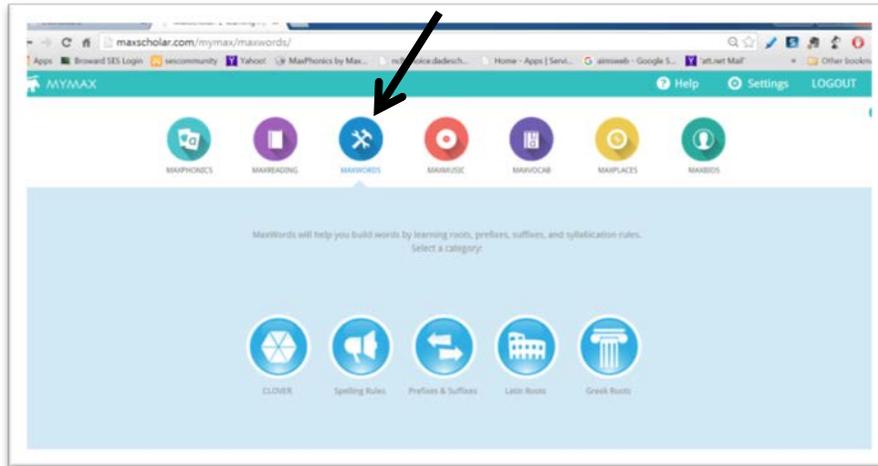
   _____ _____ _____ _____ _____

5. Auditory drill- Sentence dictation
   Student must have paper numbered 1-10. Teacher comes up with 10 sentences and dictates to the student.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

   6. _____

   7. _____
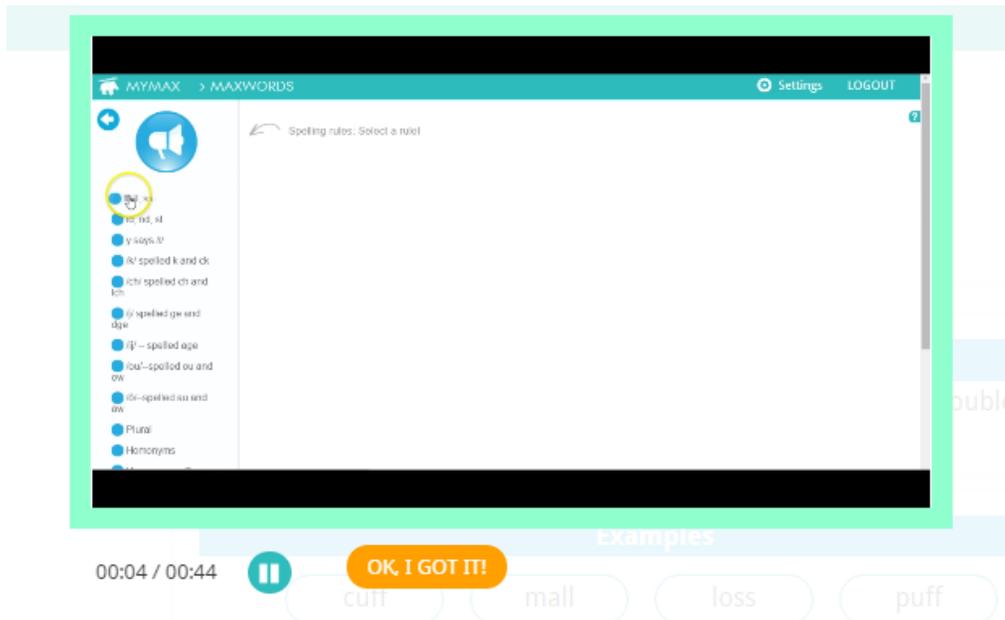
   8. _____

   9. _____

_____

Help Menus

In effort to help teachers understand what to do, we have incorporated "Help" menus on nearly every screen. Here is an example of such an option, showing you where the button can be found.

That will take you to a help video which will take you to a video which will explain what you need to know about the drill that is described on that page.

It looks like this:

After you finish viewing the video, left-click on "OK, I GOT IT!" and you will return to the screen you were on. Similar Help videos are available on each screen.

Using an iPad

iPads are becoming more and more popular in education. We would like to point out some advantages to using these devices and some potential issues you might encounter so you will know what to do.

If the iPads do not have Google Chrome on them, please download that browser. It is a free download. That browser needs to up downloaded for each iPad. It is the best browser to use when running MaxScholar programs.

iPads are great for young children who might have difficulty manipulating a mouse, but are fine with using their fingers.

MaxScholar at Home

Because each student is assigned a specific username and password, he/she can use the program anywhere there is a device with an Internet connection. Many families will have a computer or tablet at home. For those families who do not have Internet in their homes, direct them to a public library, a community center, or refer them to a site like http://www.wififreespot.com which lists many free WiFi sites listing according to state and city. A school might go to a site like this, insert the information pertinent to the location of the school or where students who attend the school live, print out that information, and send it home in backpacks. This type of information could also be distributed at any parent meetings. There are many such web sites, all a little different.

We strongly encourage families to work with their own children or grandchildren at home. It enhances the learning process. Remember, that a student is assigned a username and password. We want our students to use our programs at home or anywhere else with an Internet connection available.

FLUENCY NORMS

Frequently, we are asked, "what is the normal fluency rate for students?" The following chart is adapted from the *2006 Hasbrouck & Tindal Oral Reading Fluency Data*:

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly improvement**
1st	50		23	53	1.9
2nd	50	51	72	89	1.2
3rd	50	71	92	107	1.1
4th	50	94	112	123	0.9
5th	50	110	127	139	0.9
6th	50	127	140	150	0.7
7th	50	128	136	150	0.7
8th	50	133	151	151	0.6

*WCPM = words Correct Per Minute   **Average words per week growth

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