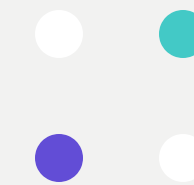


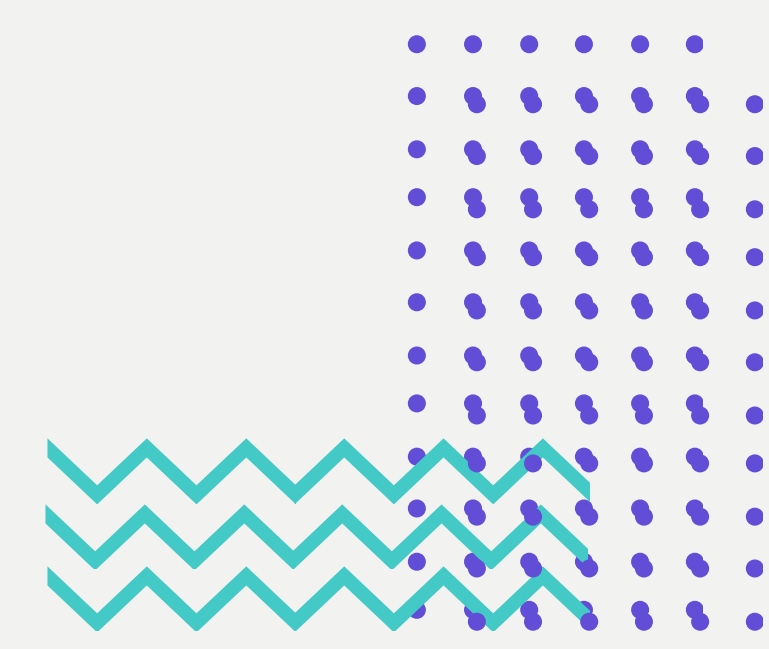
AN INTRODUCTION TO  
**BARTON TUTORING**





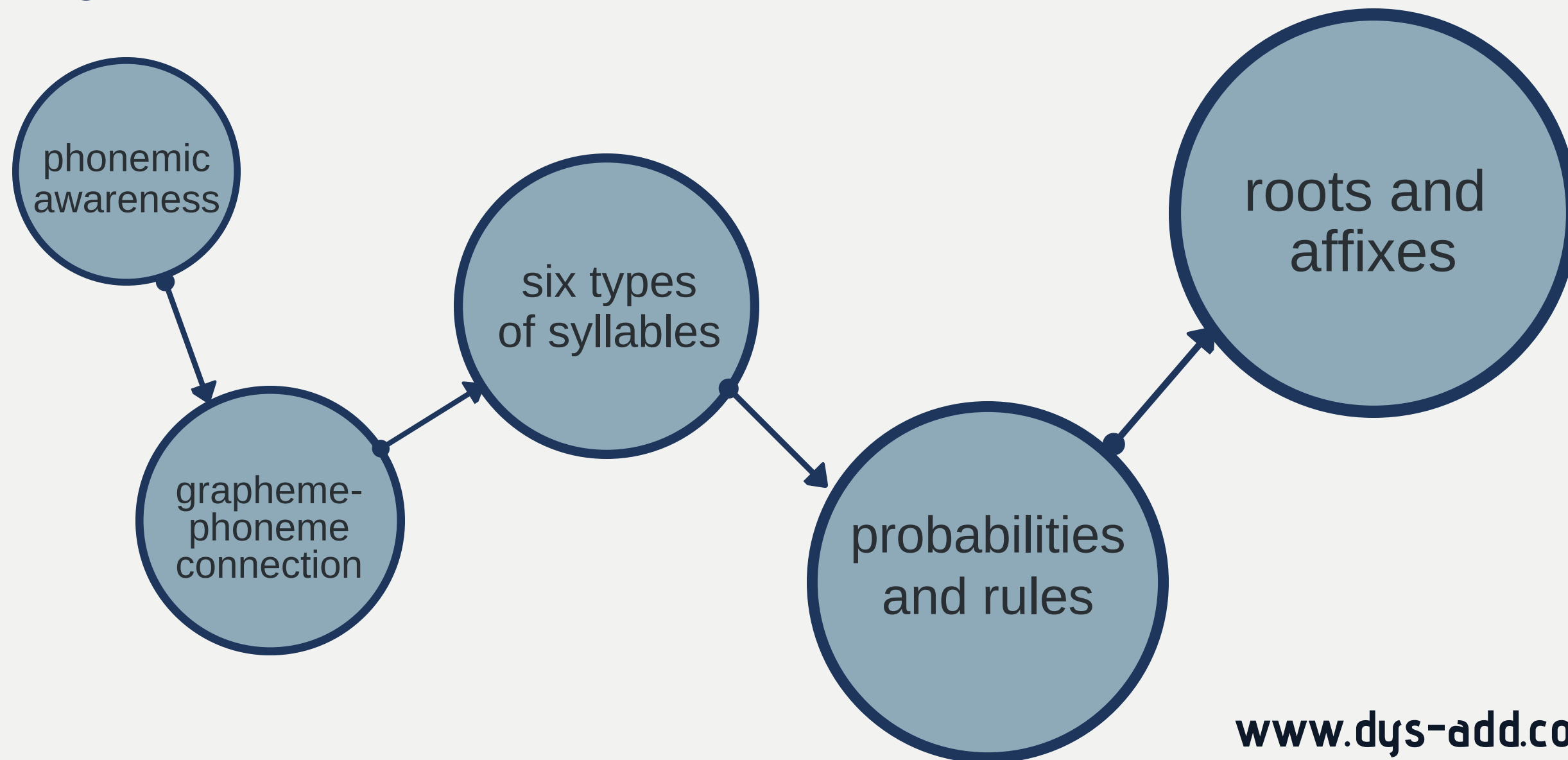
# WHAT IS AN ORTON-GILLINGHAM APPROACH?

- **DESIGNED FOR STUDENTS WITH DYSLEXIA**
- **ONE ON ONE INSTRUCTION**
- **MULTISENSORY**
- **TEACHES EXPLICIT RELATIONSHIP BETWEEN LETTERS AND SOUNDS**



# WHAT IS THE BARTON SYSTEM?

THE CONCEPTS BUILD ON THEMSELVES IN A 3D MANNER



# WHAT IS THE BARTON SYSTEM?

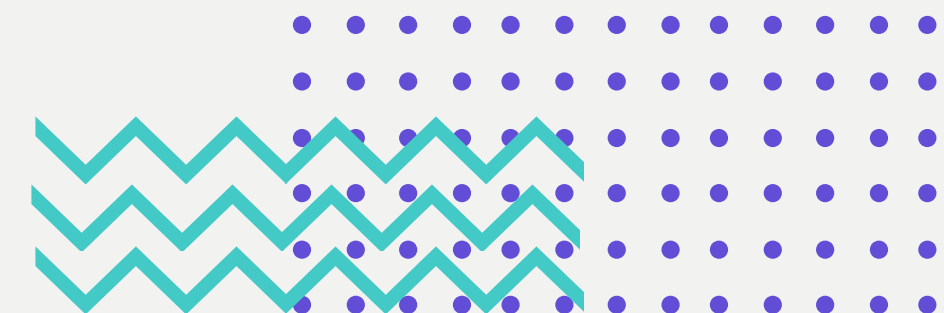
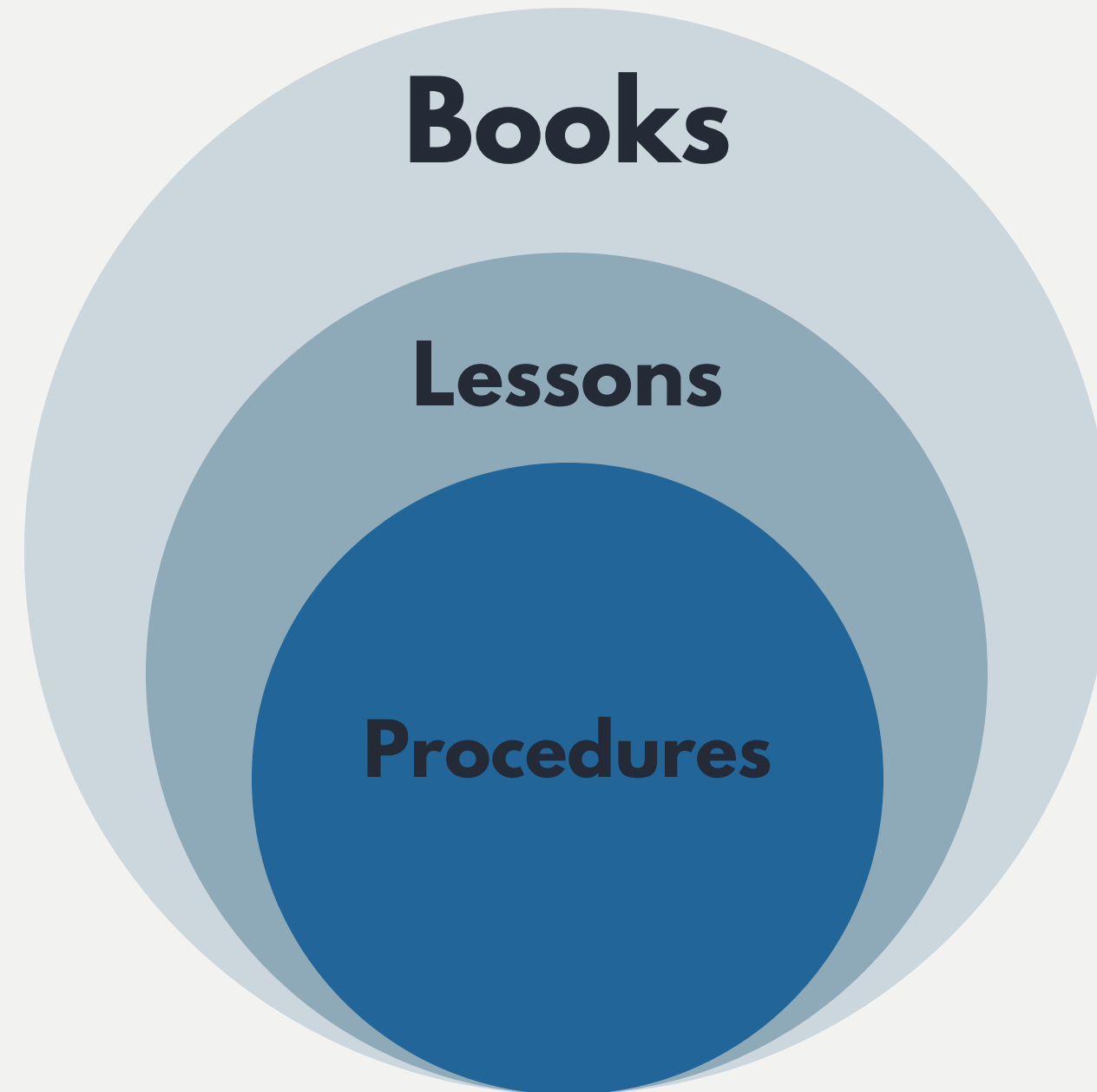
THE INSTRUCTION METHODOLOGY IS...

- ...SIMULTANEOUSLY MULTISENSORY.
- ...INTENSE AND FULL OF AMPLE PRACTICE.
- ...DIRECT AND EXPLICIT.
- ...SYSTEMATIC AND CUMULATIVE.
- ...SYNTHETIC AND ANALYTICAL.
- ...DIAGNOSTIC.



# HOW IS IT ORGANIZED?

## THREE HIERARCHICAL LEVELS OF DIVISION

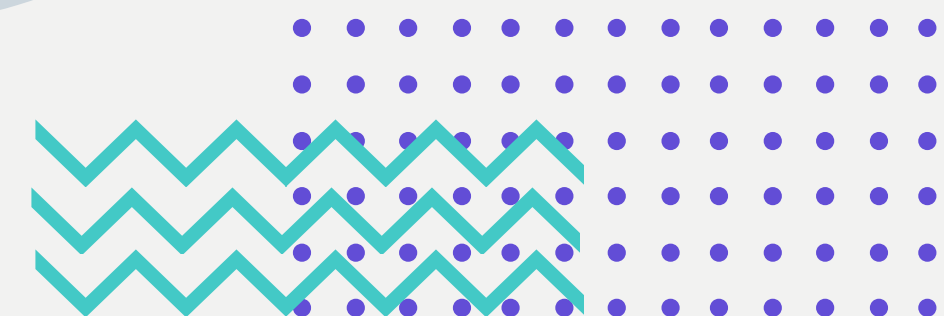




# **BOOKS**

## **PROGRESSIVELY MORE ADVANCED THEMES**

- 01 PHONEMIC AWARENESS**
- 02 CONSONANTS AND SHORT VOWELS**
- 03 CLOSED SYLLABLES**
- 04 SYLLABLE DIVISION AND VOWEL TEAMS**
- 05 PREFIXES AND SUFFIXES**
- 06 SIX REASONS FOR SILENT-E**
- 07 VOWEL-R SYLLABLES**
- 08 ADVANCED VOWEL TEAMS**
- 09 INFLUENCE OF FOREIGN LANGUAGES**
- 10 GREEK WORDS AND LATIN ROOTS**



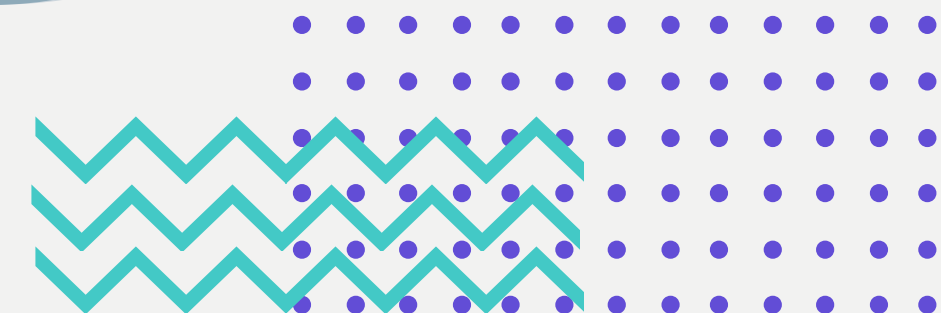


# LESSONS

## MORE SPECIFIC SUBJECTS WITHIN EACH THEME

### E.G. BOOK 3: CLOSED SYLLABLES

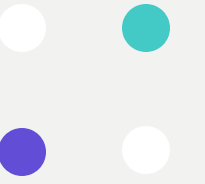
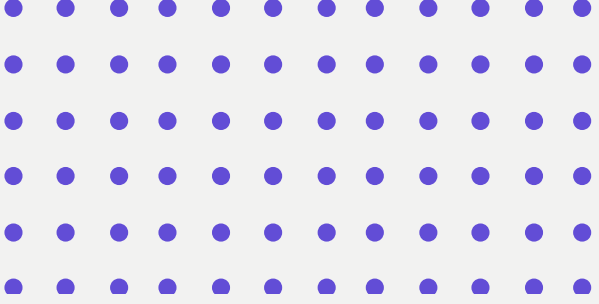
- 01 BLENDS AT THE END
- 02 BLENDS AT THE BEGINNING
- 03 BLENDS AT BOTH ENDS
- 04 DIGRAPH AND 3-LETTER BLENDS
- 05 FLOSS RULE AND ALL UNIT
- 06 SPELLING RULE: KISS THE CAT
- 07 SPELLING RULE: MILK TRUCK
- 08 ING INK UNITS
- 09 SPELLING RULE: CATCH LUNCH
- 10 CONTRACTIONS
- 11 KIND OLD UNITS



**PROCEDURES  
STEPS FOR TEACHING THAT  
REMAIN MORE OR LESS  
CONSTANT AS DIFFICULTY  
INCREASES**



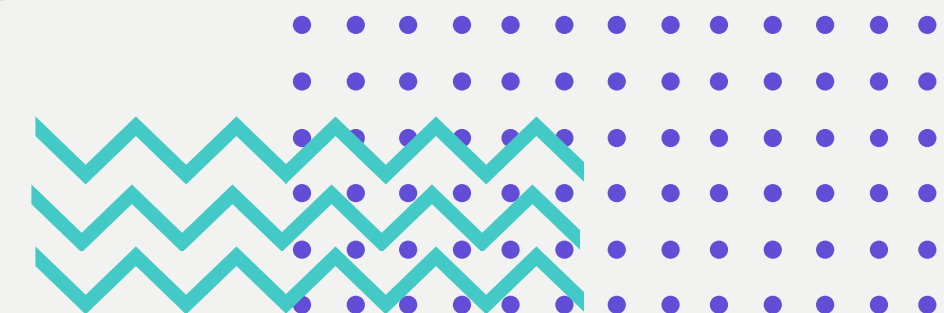
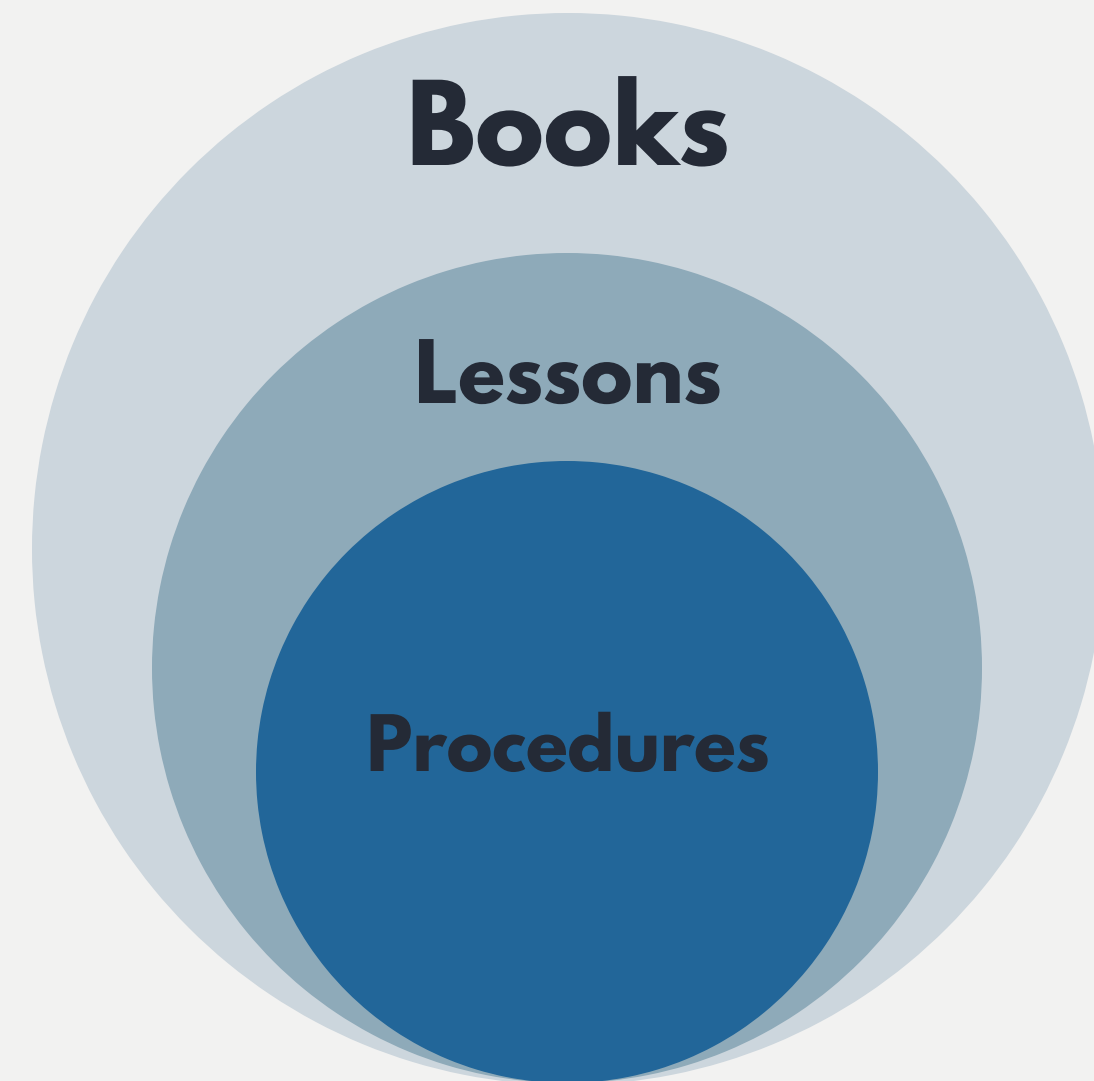


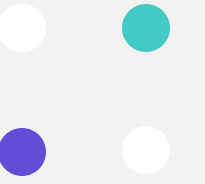
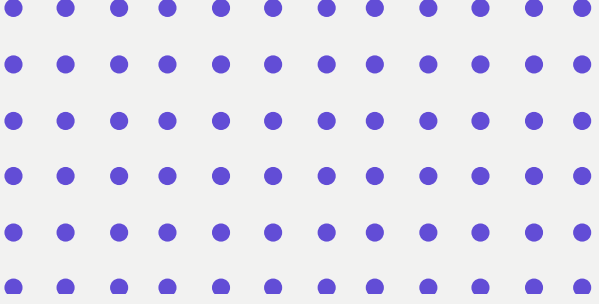


# PROCEDURES

## BOOK 1: PHONEMIC AWARENESS

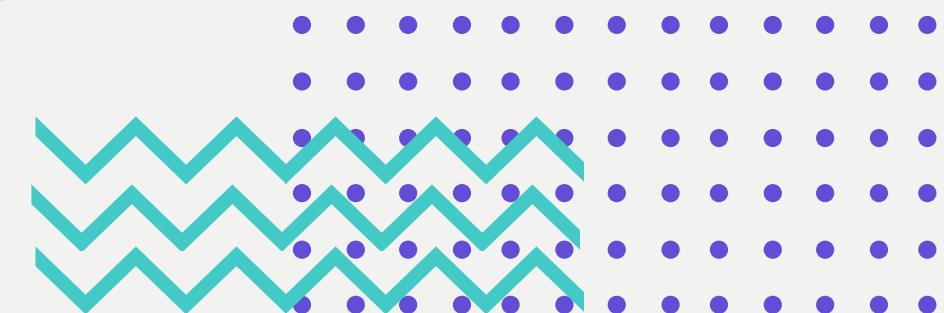
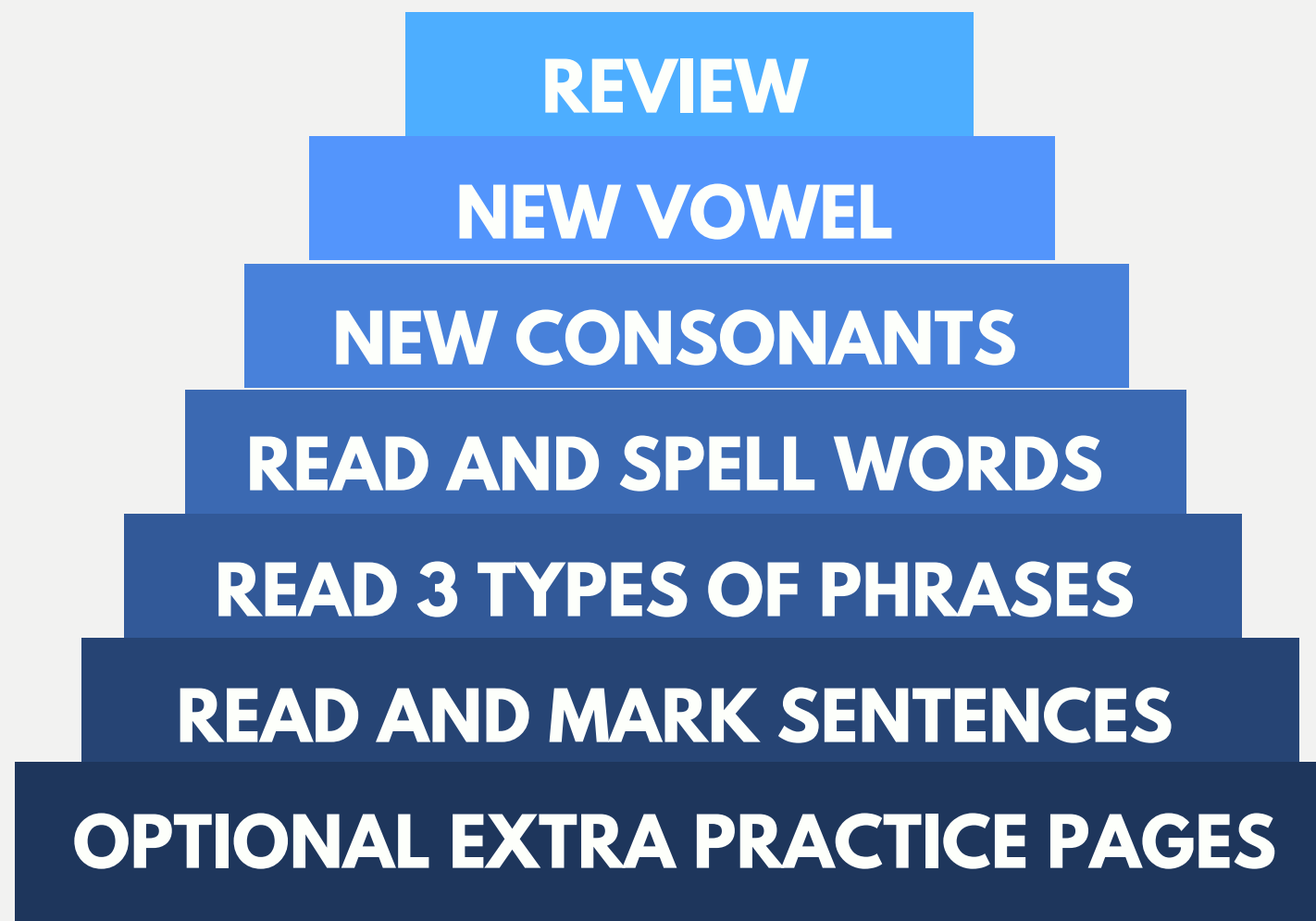
- A** BREAK APART WORDS
- B** BREAK-REPLACE-REMOVE
- C** COMPARE TWO WORDS





# PROCEDURES

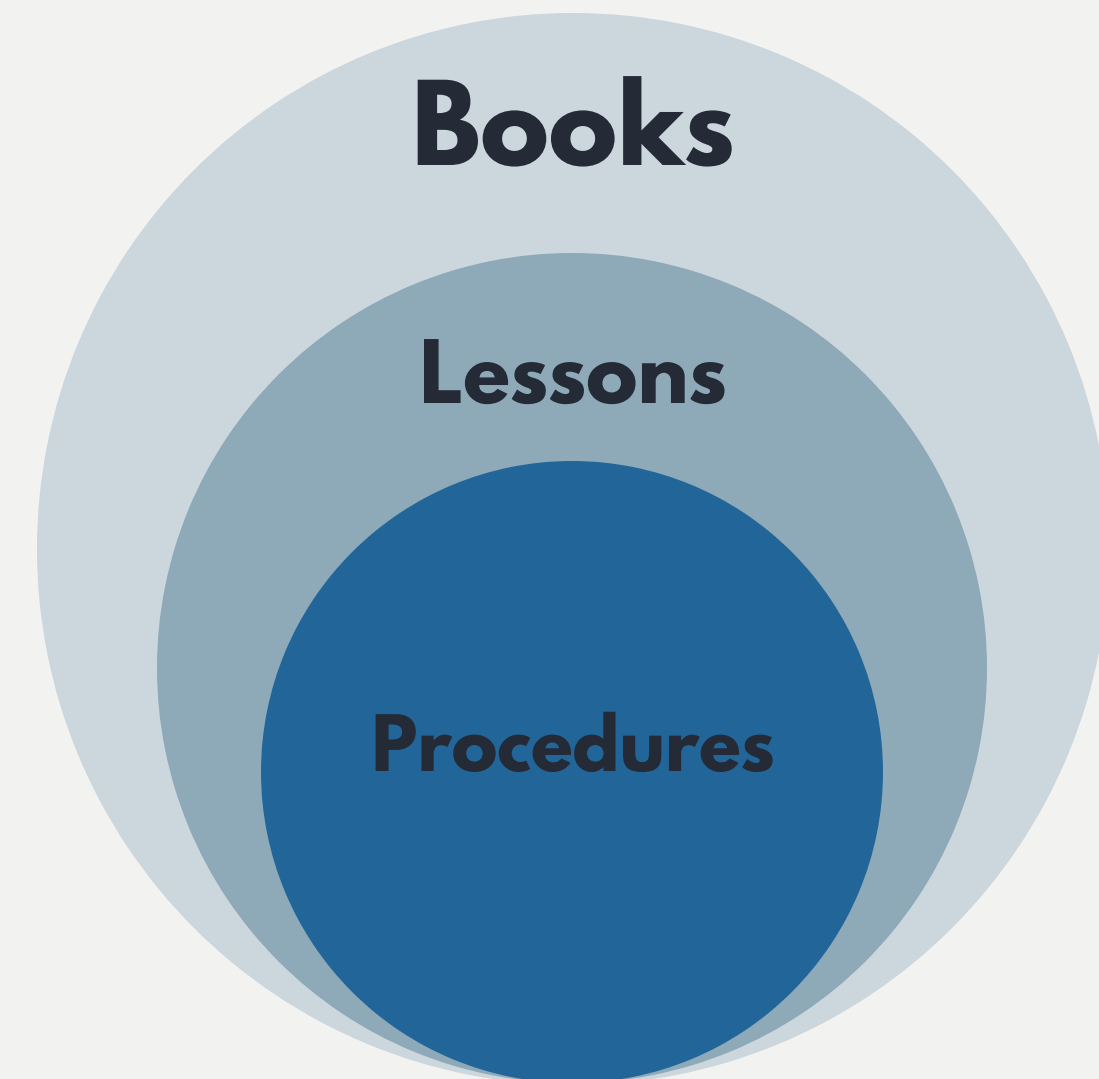
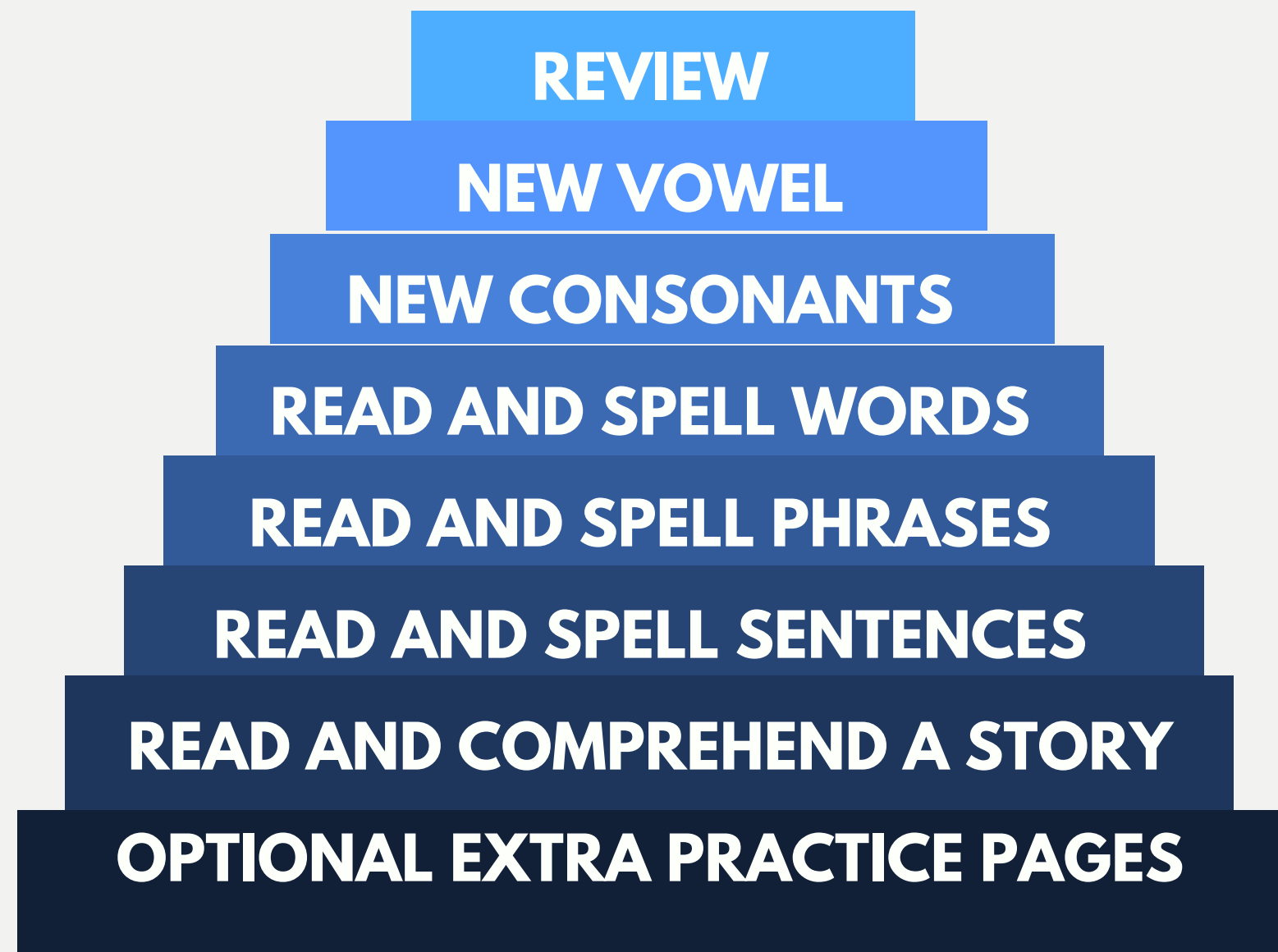
## BOOK 2: CONSONANTS AND SHORT VOWELS



# PROCEDURES

BOOKS 3 - 8 ALL FOLLOW THE SAME APPROXIMATE FORMAT

## BOOK 3: CLOSED SYLLABLES





# WHAT DOES THE BARTON PROGRAM PROVIDE TUTORS?

- **INSTRUCTIONAL VIDEOS**
- **CLEARLY DEMARCATED DIVISIONS OF THE LESSONS**
- **PROGRESS TRACKING RUBRICS**
- **DETAILED GUIDED INSTRUCTIONAL MANUALS**
- **A WORD FOR WORD SCRIPT**
- **A CONSISTENT AND REPETITIVE INSTRUCTIONAL METHODOLOGY**
- **INSTRUCTIONAL AIDES**
- **HAND GESTURES TO PROMPT MEMORY**
- **TIPS FOR ERROR CORRECTION**
- **TUTOR SUPPORTS AND RESOURCES**



# WHAT IS NOT HELPFUL TO STUDENTS IN THE BARTON PROGRAM?

## 01 GUESSING

### DON'T

- Affirm or correct a student's guess

### DO

- Tell students that sounding it out is a more reliable method
- Ask students to check their own work



# WHAT IS NOT HELPFUL TO STUDENTS IN THE BARTON PROGRAM?

## 02 MEMORIZING WORDS AS PICTURES

### DON'T

- Read a new word for a student

### DO

- Tell students that if they use the tricks from this program they will be able to read any word



# WHAT IS NOT HELPFUL TO STUDENTS IN THE BARTON PROGRAM?

## 03 NEGATIVE INCENTIVES

### DON'T

- Chastise a student for incorrect answers
- Blame the student
- Rush through the material

### DO

- Praise enthusiastically
- Accept blame whenever possible
- Take as much time as needed