

COURSE OUTLINE **Multisensory Reading and Spelling I**

Course Description

RD 005. Multisensory Reading and Spelling I. 1 hour credit. Prerequisite: Instructor approval. This course will enable the student to develop reading and spelling skills by applying strategies regarding reliable reading and spelling patterns and English language rules to one-, two- syllable words.

Course Relevance

The strategies learned in this course will enable the student to improve reading and spelling skills.

Required Materials

Wickerham, C. and Allen, K., (2005). *Multisensory reading and spelling, student's book, book 1*. Bellaire, TX: Neuhaus Education Center.

Based on a diagnostic placement test, the student will use one of the following textbooks:

Nadel, J., Johnson, B., Langan, P., (1998). *Vocabulary basics*. West Berlin, NJ: Townsend Press.

Johnson, B., Mohr, C., Goldstein, J., (2004). *Groundwork for a better vocabulary*. West Berlin, NJ: Townsend Press.

Learning Outcomes

The intention is for the student to be able to:

1. Apply reliable reading patterns (three syllable types, syllable division), reliable spelling patterns, and major spelling rules of English language to one- and two-syllable words.

Learning PACT Skills that will be DEVELOPED and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Communication Skills

1. Reception and interpretation of messages
 - Through the application of reliable reading and spelling patterns and rules of English language, the student will read and spell one and two-syllable words and short dictated sentences

Major Summative Assessment Task(s)

These learning outcomes and the Learning PACT skills will be demonstrated by:

1. Reading and spelling one and two syllable words and short dictated sentences by applying reading and spelling patterns and English language rules learned.

Course Content

- I. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Separate one- and two-syllable words into sounds and blend them back together
 - B. Identify and use three basic kinds of syllables; in addition, divide two-syllable words into these syllable types.
 - C. Read and spell words and sentences containing reliable spelling patterns.
 - D. Apply doubling rule for adding suffixes.
 - E. Identify and use ten suffixes

Learning Units

- I. Multisensory techniques
 - A. Visual
 1. Use mirror to observe mouth while forming sounds
 2. Respond to visual card deck: say names of letters and sounds they represent
 - B. Auditory
 1. Echo words and sentences
 2. Listen carefully to sounds
 - C. Kinesthetic
 1. Use hands to feel jaw position
 2. Write dictated phonemes, words, and sentences
 3. Develop awareness of how letter sounds feel in the mouth
 4. Code vowels after identifying syllable type
- II. Three syllable types
 - A. Closed syllables
 1. Pronounce and spell closed syllables
 2. Code the vowel with a breve
 - B. Open syllables
 1. Pronounce and spell open syllables
 2. Code the vowel with a macron
 - C. Final stable syllables
 1. Pronounce and spell final stable syllables
 2. Mark final stable syllables with a half bracket
 3. Accent the syllable preceding the final stable syllable
- III. Syllable division
 - A. Differentiate between one- and two-syllable words
 - B. Identify and mark the vowels and consonants in a two-syllable word
 - C. Divide the word between the two consonants
 - D. Place the accent correctly in one- and two-syllable words
- IV. The Forty-Four Phonemes
 - A. Identify initial, medial, and final sounds

- B. Pronounce the forty-four phonemes correctly
- C. Write the forty-four phonemes correctly

V. Suffixes

- A. Read and spell ten suffixes
- B. Memorize meanings of ten suffixes
- C. Add suffixes to base words to create derivatives
- D. Apply doubling rule when adding vowel suffixes

VI. Homophones

- A. Read and spell common homophones
- B. Distinguish between derivative and base word homophones

VII. Spelling rules

- A. Spell words using ch, tch spelling rule
- B. Identify and spell words containing Floss pattern
- C. Read and spell words with initial, medial, and final (k)
- D. Spell words using letter X rule
- E. Spell words using Old, Kind Child rule
- F. Apply a spelling technique for pattern breakers

Learning Activities

A multisensory approach will assist the student in achieving the intended learning outcomes through visual and auditory drill, dictation of sounds, words, and sentences, and multisensory practice of new and review material.

Grade Determination

The student's grade will be determined by evaluation of reviews and post-tests, exercises, assignments, participation in multisensory activities, and assessment tasks.