

## **COURSE OUTLINE** **Multisensory Reading and Spelling II**

### **Course Description**

RD 006. Multisensory Reading and Spelling II. 1 hour credit. Prerequisite: RD 005. This course will enable the student to further develop reading and spelling skills by applying strategies regarding reliable reading and spelling patterns and English language rules to one-, two- and three-syllable words.

### **Course Relevance**

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

### **Required Materials**

Wickerham, C. and Allen, K., (2006). *Multisensory reading and spelling, student's book, book 2*. Bellaire, TX: Neuhaus Education Center.

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

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

Nist, S., Mohr, C., (2002). *Building vocabulary skills*. West Berlin, NJ: Townsend Press.

### **Learning Outcomes**

The intention is for the student to be able to:

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

### **Major Summative Assessment Task(s)**

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by

1. Reading and spelling one-, two-, and three-syllable words and 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-, two-, and three-syllable words into sounds and blend them back together
  - B. Identify and use six basic kinds of syllables; in addition, divide two- and three-syllable words into these syllable types
  - C. Read and spell words and sentences containing reliable spelling patterns.
  - D. Apply the dropping rule for adding suffixes
  - E. Apply the doubling rule for adding suffixes
  - F. Identify and use ten prefixes and two 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. Four syllable types
  - A. Vowel pairs
    1. Pronounce and spell vowel pair syllable
    2. Code the vowel pair by underlining
  - B. Vowel consonant e syllables
    1. Pronounce and spell vowel consonant e syllables
    2. Cross out silent e and code vowel with a macron
  - C. Vowel r syllables
    1. Pronounce and spell vowel r syllables
    2. Mark vowel r syllables with an arc
  - D. Final stable syllable
    1. Pronounce and spell final stable syllable (tion)
    2. Mark (tion) with a half bracket
    3. Accent the syllable preceding (tion)
- III. Syllable division
  - A. Identify and mark the vowels and consonants in two- and three-syllable words
  - B. Code and divide one- and two-syllable vowel consonant e words

- C. Place the accent correctly in two- and three-syllable words
- D. Divide VCV pattern words before the consonant
- E. Divide VCCV pattern words between consonants and before consonants
- F. Read and spell words with troublesome syllables that sound like the name of a consonant letter or whose vowel sounds are distorted by consonant R

#### 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. Affixes

- A. Read and spell ten prefixes and 2 suffixes
- B. Memorize meanings of ten prefixes and 2 suffixes
- C. Add suffixes to base words to create derivatives
- D. Apply doubling rule to two-syllable words
- E. Apply dropping rule for words ending in silent e when adding vowel suffixes

#### VI. Homophones

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

#### VII. Spelling rules

- A. Read and spell words with final (v)
- B. Read and spell words with final (k) in vowel consonant e syllables and in vowel pair syllables
- C. Read and spell words with medial and final (ng)
- D. Apply a spelling technique for pattern breakers
- E. Read and spell words with vowel pair syllable  $\bar{o}o$
- F. Read and spell one- and two-syllable words with medial ( $\bar{e}$ )
- G. Read and spell words with initial, medial, and final (oi)
- H. Read and spell words with initial and medial vowels in open syllables
- I. Read and spell words with “Nibble” spelling pattern
- J. Read and spell words with “Rabbit” spelling pattern
- K. Read and spell contractions
- L. Read and spell compound words
- M. Read and spell words with initial, medial (au)
- N. Read and spell words with pattern breakers (ai), (ea), (igh), (oa), (ir), (ear), (ur), (wr)

### **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.