

COURSE OUTLINE **Multisensory Reading and Spelling III**

Course Description

RD 007. Multisensory Reading and Spelling III. 1 hour credit. Prerequisite: RD 006. This course will enable the student to further develop and practice reading and spelling skills by applying strategies regarding reliable reading and spelling patterns and English language rules to single and multisyllabic 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., (2007). *Multisensory reading and spelling, student's book, book 3*. 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 single and multisyllabic 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 single and multisyllabic 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 single and multisyllabic 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 single and multisyllabic words into sounds and blend them back together
 - B. Identify and use six basic kinds of syllables; in addition, divide multisyllabic 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 six 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. Six syllable types
 - A. Vowel pairs
 - B. Vowel consonant “e” syllables
 - C. Vowel “r” syllables
 - D. Final stable syllable
 - E. Open syllables
 - F. Closed syllables
- III. Syllable division
 - A. Identify and mark the vowels and consonants in multisyllabic words
 - B. Code and divide multisyllabic vowel consonant “e” words
 - C. Place the accent correctly in multisyllabic words
 - D. Divide VC’CCV words
 - E. Divide V’V and VV’ pattern 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 six suffixes
- B. Memorize meanings of six suffixes
- C. Add suffixes to base words to create derivatives
- D. Apply doubling rule to multisyllabic 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 long vowel sounds (a), (i), (o), (u)
- B. Read and spell words with final long vowel sound (e) in single and multisyllabic words
- C. Read and spell words with extension of “Rabbit” spelling pattern
- D. Apply a spelling technique for “y” plurals
- E. Read and spell commonly confused words “there,” “their,” “they’re”
- F. Read and spell words with schwa sound
- G. Read and spell words with medial and final (z) sound
- H. Read and spell words with initial, medial, and final (ou), as well as medial (ou) when followed by “l,” “n,” or “er”
- I. Apply the rules that “k,” “j,” “v,” and “x” do not double
- J. Read and spell words with initial, medial, and final (j)
- K. Read and spell words with “i” preceding final staple syllable “tion”
- L. Read and spell words with Latin stems “trac,” “duc,” “struc,” “jec”
- M. Read and spell words with pattern breakers (oe), (ey), (gn), (kn)

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.