



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Teaching Reading Comprehension

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:

In the course, Teaching Reading Comprehension, educators will delve into the intricacies of reading comprehension and gain valuable strategies for enhancing students' comprehension skills. This comprehensive course explores various aspects of reading comprehension, including its definition, role in the Simple View of Reading, and potential causes of poor comprehension. Participants will explore effective assessments to gauge students' comprehension abilities and develop a scope and sequence for teaching reading comprehension. The course aims to establish clear goals for reading comprehension instruction and equip educators with research-based approaches. Participants will delve into instructional routines and strategies to enhance comprehension, including fostering vocabulary development, activating background knowledge, understanding language structures, promoting verbal reasoning, and utilizing literacy knowledge and text structures. Furthermore, the course addresses intervention instruction for students who struggle with reading comprehension, providing educators with effective approaches to support their diverse learners. Participants will engage in comprehensive lesson planning, ensuring the application of evidence-based strategies and differentiation to meet individual student needs. By the course's conclusion, participants will possess a deep understanding of reading

comprehension, be well-versed in instructional strategies, and have the ability to plan and implement effective lessons to foster students' reading comprehension abilities.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply research-based theories of reading comprehension instruction.
2. Examine and apply research-based theories of how the human brain comprehends text.
3. Examine and apply research-based theories of factors that impact reading comprehension.

INSTRUCTIONAL OBJECTIVES:

1. Discuss, evaluate, and apply theories of research-based instruction for teaching reading comprehension to students.
2. Apply understandings of how the human brain learns to comprehend text to design research-based reading comprehension instruction.
3. Execute techniques to design and implement research-based instruction for teaching reading comprehension to students.
4. Examine components of expected skill development in reading comprehension.
5. Apply understanding of the components of expected reading comprehension skill development to design instruction.
6. Identify early warning signs of atypical reading comprehension development and/or acquisition.
7. Implement assessment techniques in reading comprehension with students.
8. Apply results of students' reading comprehension assessments to designing instruction and interventions.

TEACHING/LEARNING ACTIVITIES:

Video clips, digital presentations, readings, graphic organizers, resource links, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Hochman, J.C. & Wexler, N. (2019). The Connections Between Writing, Knowledge Acquisition, and Reading Comprehension. *Perspectives on Language and Literacy*, 25-29. (5 pages)

National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. Part IV: Comprehension. (48 pages)

Scott, C. M., & Balthazar, C. (2013). The Role of Complex Sentence Knowledge in Children with Reading and Writing Difficulties. *Perspectives on language and literacy*, 39(3), 18–30. (18 pages)

Teaching Reading Comprehension Weekly Lecture (10-20 pages each week)

EVALUATION METHODS:

1. **Discussion Board Reflection:** For the **Discussion Board Reflection** assignment participants are asked to post a written reflection on the Course Discussion Board. The **Discussion Board Reflection** assignment should demonstrate a reflection upon their professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials.

Criteria	Points
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course	___ / 40
Written Reflection: response includes educator's growth resulting from participation in the course	___ / 40
Assignment Requirement: reflection includes the integration of course topics and materials	___ / 20
___ /100	

2. **Required Reading Prompt Response:** Participants will be provided required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a one to three page response to the given prompt.

Assignment Prompt: How do you envision integrating reading comprehension instruction within your curriculum to leverage its power in building and deepening students' knowledge? Provide specific strategies and examples of how you plan to incorporate reading comprehension instruction to enhance student learning and promote the development of critical thinking skills.

The provided prompt is designed to encourage participants to critically analyze the assigned readings, synthesize key concepts, and reflect on the practical implications of reading comprehension instruction and activities. Participants will be able to demonstrate their understanding of the material, engage in higher-level thinking, and showcase their ability to connect research-based evidence while considering practical strategies for effective implementation in diverse and real-world teaching classroom contexts.

The response must include...

An Answer to the Given Prompt that is thoughtful, insightful, and analytical	__ / 40
Required Reading Content incorporated and cited into the written response	__ / 20
Integration of Course Concepts	__ / 20
A Description of Course Content's Application to the participant's professional practice	__ / 10
Assignment Requirements: 1-3 page written response, 12 pt Times New Roman, double spaced	__ / 10
Total: __ / 100	

3. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of ten multiple choice questions.

4. **Reading Comprehension Routine Lesson Plan Final Assignment:** For the final assignment, participants will administer an assessment of Reading Comprehension, write an analysis of the assessment results, and design a Reading Comprehension Routine Lesson Plan using a provided Reading Comprehension Routine Lesson Plan template. Participants' activities should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.
 *If participants are unable to administer the Reading Comprehension they can request a completed assessment from the instructor.

Final Assignment Rubric:

Criteria	Points
Analysis of assessment results demonstrates an understanding of reading comprehension skills and expected skill development.	__ / 25
All activities included in the lesson plan are aligned with assessment results.	__ / 25
Lesson plan activities demonstrate an understanding of information gained from course content, materials, and discussion.	__ / 25
Lesson Plan includes research-based instructional activities.	__ / 25
__ / 100	

TESTING AND GRADING:

- 10% Discussion Board Reflection
- 25% Required Reading Prompt Response
- 25% End of Course Assessment
- 40% Final Assignment

ADA POLICY

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. Please see your respective course syllabi for information on how to complete this process. If you are registered for PDPs or CEUs, please contact The Learning Tree PDN at learningtreepdn@gmail.com. Instructors will then be notified directly from the Accessibility Services Office of any approved academic accommodations including extended time eligibility.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform The Learning Tree PDN prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and The Learning Tree PDN. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to The Learning Tree PDN.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Topic(s) Covered:
 - What is Reading Comprehension?
 - Reading Comprehension's Role in the Simple View of Reading
 - Causes of Poor Comprehension
 - Reading Comprehension Components
 - Vocabulary
 - Verbal Reasoning
 - Literacy Knowledge
 - Text Structure

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Two

- Topic(s) Covered:
 - Reading Comprehension Assessments

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Three

- Topic(s) Covered:
 - Reading Comprehension Scope and Sequence

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Four

- Topic(s) Covered:
 - Goals of Instruction in Reading Comprehension
 - Instruction in Reading Comprehension
 - Routines
 - Vocabulary
 - Background Knowledge
 - Language Structure
 - Verbal Reasoning
 - Literacy Knowledge
 - Text Structures

- Comprehension Strategies

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Five

- Topic(s) Covered:
 - Intervention Instruction in Reading Comprehension

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Six

- Topic(s) Covered:
 - Lesson Planning for Reading Comprehension Instruction

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Assignments attached to Week Six due before the course closes:

- End of Course Assessment
- Final Assignment

* *Syllabus is subject to change.*