



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Teaching Phonics

**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:**

Teaching Phonics provides educators with an in-depth exploration of phonics instruction and equips them with the knowledge and skills to effectively teach phonics to students. Participants will delve into the fundamental concepts of phonics, including the pre-requisite skills necessary for acquiring phonics skills, the role of phonological awareness in phonics instruction, the significance of orthographic mapping in phonics skill development, and the distinction between sight words and high-frequency words. Participants will gain proficiency in phonics assessments and learn how to implement a comprehensive phonics scope and sequence, covering essential topics such as letter recognition, letter-sound correspondence, word blending and segmenting, word families and word chains, syllable types and division, prefixes, suffixes, and the schwa sound. Clear goals for phonics instruction will be established, aligning with research-based best practices and providing educators with effective strategies and methodologies for teaching phonics, emphasizing the use of texts, including decodables and non-controlled texts. Through the integration of theoretical knowledge, practical application, and collaboration, educators will possess a deep understanding of phonics instruction and be equipped with the necessary tools and techniques to design and deliver effective phonics lessons, teaching students to become proficient readers.

Course Prerequisites: None

**LEARNING GOALS:**

**GLOBAL GOALS OF THE COURSE:**

1. Discuss, evaluate, and apply research-based theories of phonics instruction.
2. Examine and apply research-based theories of how the human brain learns to read through the lens of phonics instruction.

**INSTRUCTIONAL OBJECTIVES:**

1. Discuss, evaluate, and apply theories of research-based instruction for teaching phonics to students.
2. Apply understandings of how the human brain learns to read to design research-based phonics instruction.
3. Discuss, evaluate, and apply theories of the role of orthographic mapping on learning to read.
4. Execute techniques to design and implement research-based instruction for teaching phonics to students.
5. Examine components of expected skill development in phonics.
6. Apply understanding of the components of expected phonics skill development to design instruction.
7. Identify early warning signs of atypical phonics development and/or acquisition.
8. Implement assessment techniques in phonics with students.
9. Apply results of students' phonics 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:**

Ehri, L.C. (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning. *Scientific Studies of Reading*, 18, 21 - 5. (17 pages)

Ehri, L. C., Nunes, S. R., Stahl, S. A, & Willows, D. M. (2001). Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis. *Review of Educational Research*, 71(3), 393–447. <https://doi.org/10.3102/00346543071003393> (46 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 II: Phonics Instruction. (84 pages)

Teaching Phonics 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
<b>Written Reflection:</b> response includes educator's professional accomplishment resulting from participation in the course	___ / 40
<b>Written Reflection:</b> response includes educator's growth resulting from participation in the course	___ / 40
<b>Assignment Requirement:</b> 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 does explicit phonics instruction contribute to the development of foundational reading skills and instruction in the classroom? Discuss practical strategies and considerations for implementing explicit phonics instruction in the classroom, taking into account the needs of diverse learners and addressing potential challenges that may arise.

The provided prompt is designed to encourage participants to critically analyze the assigned readings, synthesize key concepts, and reflect on the practical implications of integrating phonics 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...	
<b>An Answer to the Given Prompt</b> that is thoughtful, insightful, and analytical	___ / 40
<b>Required Reading Content</b> incorporated and cited into the written response	___ / 20

<b>Integration of Course Concepts</b>	__ / 20
<b>A Description of Course Content's Application</b> to the participant's professional practice	__ / 10
<b>Assignment Requirements:</b> 1-3 page written response, 12 pt Times New Roman, double spaced	__ / 10
<b>Total: __ / 100</b>	

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. **Phonics Routine Lesson Plan Final Assignment:** For the final assignment, participants will administer an assessment of Phonics, write an analysis of the assessment results, and design a Phonics Routine Lesson Plan using a provided Phonics 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 Phonics they can request a completed assessment from the instructor.

**Final Assignment Rubric:**

Criteria	Points
Analysis of assessment results demonstrates an understanding of phonics 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
<b>__ / 100</b>	

**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](mailto: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:

- o What is Phonics?
- o Pre-requisite skills required for Phonics skill acquisition
  - Phonological Awareness and Phonics
- o Why do we teach Phonics?

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

- Discussion Board Reflection
- Required Reading Prompt Response

**Week Two**

- Topic(s) Covered:
  - o The role of orthographic mapping in Phonics
  - o Sight words versus high frequency words

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

- Discussion Board Reflection
- Required Reading Prompt Response

**Week Three**

- Topic(s) Covered:
  - o Phonics assessments

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

- Discussion Board Reflection
- Required Reading Prompt Response

**Week Four**

- Topic(s) Covered:
  - o Phonics scope and sequence
    - Letter recognition - naming
    - Letter-sound correspondence
    - Words: blending and segmenting
    - Word families/word chains
    - Syllable types/division
    - Prefixes, suffixes, and schwa

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

- Discussion Board Reflection
- Required Reading Prompt Response

**Week Five**

- Topic(s) Covered:
  - o Goals of Phonics instruction

- o How to teach Phonics
  - Reading connected texts
  - Role of texts in phonics instruction (decodables and non-controlled texts)
  - Letter recognition - naming
  - Letter-sound correspondence
  - Words: blending and segmenting
  - Word families/word chains
  - Syllable types/division
  - Prefixes, suffixes, and schwa

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

- Discussion Board Reflection
- Required Reading Prompt Response

**Week Six**

- Topic(s) Covered:
  - o Lesson Planning for Phonics Routines

**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.*