



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Teaching Spelling

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:

The course, Teaching Spelling, teaches effective research-based spelling instruction and equips educators with the knowledge and strategies to support students' spelling development. Participants will examine the cognitive processes involved in spelling and learn evidence-based instructional approaches, such as explicit instruction and word study. The role of orthographic mapping on the acquisition of spelling skills will be explored. Participants will gain proficiency in administering and interpreting spelling assessments, including screeners and diagnostic tests. A comprehensive spelling scope and sequence will be developed, considering the developmental progression of spelling skills and English language intricacies. Participants will explore spelling rules, patterns, and generalizations and learn to integrate them into instruction.

Practical activities and discussions will help participants develop lesson planning skills for effective spelling instruction. The course also addresses differentiated instruction and interventions for struggling spellers.

By course completion, participants will have a deep understanding of spelling instruction and be equipped to design comprehensive lessons. With research-backed methodologies, assessments,

and instructional practices, educators will foster strong spelling skills and promote proficiency in their students.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply research-based theories of spelling instruction.
2. Examine and apply research-based theories of how the human brain learns to spell.
3. Discuss, evaluate, and apply understandings of the cognitive processes involved in spelling.

INSTRUCTIONAL OBJECTIVES:

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

Moats, Louisa. (2005). How Spelling Supports Reading And Why It Is More Regular and Predictable Than You May Think. *American Educator*. 29. (13 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 Spelling 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 does a strong foundation in spelling contribute to the development of proficient readers?

In your written response, discuss the key insights and evidence presented in the articles regarding the interplay between spelling, orthographic mapping, and phonics instruction. Explain how an understanding of orthographic mapping can inform and enhance teaching spelling. Additionally, analyze the implications of these findings for reading instruction, emphasizing the ways in which phonics instruction aligns with and supports effective spelling instruction. Provide specific examples from the articles to support your analysis and consider the practical applications in the classroom setting. Conclude your response by sharing your reflections on how this knowledge can positively impact students' reading abilities and overall literacy development.

The provided prompt encourages participants to engage with the assigned articles, synthesize the information presented, and critically analyze the relationship between spelling, orthographic mapping, and phonics instruction. Participants are prompted to think deeply about the practical implications of these concepts in their teaching practice and consider how this knowledge can improve students' reading proficiency and literacy skills.

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

Final Assignment Rubric:

Criteria	Points
Analysis of assessment results demonstrates an understanding of spelling 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 Spelling?
 - How the Brain Learns to Spell and Typical Acquisition of Spelling Skills
 - The Role of Orthographic Mapping in Learning to Spell

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

- Discussion Board Reflection
- Required Reading Prompt Response

Week Two

- Topic(s) Covered:
 - Goals of Spelling Instruction
 - Key Components of Research-Based Spelling Instruction
 - Intervention Instruction for Spelling

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

- Discussion Board Reflection
- Required Reading Prompt Response

Week Three

- Topic(s) Covered:
 - Spelling Assessments:
 - Screeners
 - Diagnostic
 - Weekly spelling tests
 - Word study

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

- Discussion Board Reflection
- Required Reading Prompt Response

Week Four

- Topic(s) Covered:
 - Spelling Scope and Sequence

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

- Discussion Board Reflection

- Required Reading Prompt Response

Week Five

- Topic(s) Covered:
 - Spelling with the English Language
 - Spelling Rules and Generalizations

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

- Discussion Board Reflection
- Required Reading Prompt Response

Week Six

- Topic(s) Covered:
 - Lesson Planning for Spelling 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.*