



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: The Basics of Teaching Reading

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:

Learn the fundamentals of teaching reading and how to translate this into an easily applicable design for best practice, research-based instruction. By learning about the Four Part Processor, participants will understand how the human brain learns to read. Participants will learn how this knowledge along with an understanding of the Stages of Reading impacts the way we teach reading as well as be able to identify the early warning signs of struggling readers. The role of Oral Language in learning to read will be explored along with theories of the four major conceptual models of reading (5 Components of Reading, Simple View of Reading, Scarborough's Reading Rope, and the Four Part Processor of Word Recognition). Participants will learn the teaching principles of research-based instruction and be given the tools, such as the Gradual Release of Responsibility strategy, they need to support the on-going design and implementation of targeted Structured Literacy lessons for positive student outcomes.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of teaching students to read, grounded in research
2. Discuss, evaluate, and apply research-based theories of teaching students to read in the school setting
3. Examine and apply research-based theories of how the human brain learns to read

INSTRUCTIONAL OBJECTIVES:

1. Discuss, evaluate, and apply theories of research-based instruction for teaching reading to children
2. Apply understandings of how the human brain learns to read to design research-based instruction for teaching reading
3. Execute techniques to design and implement research-based instruction for teaching reading to children.
4. Examine components of stages of reading development for application in a school setting
5. Identify early warning signs of struggling readers
6. Discuss, evaluate, and apply understandings of the role oral language plays in learning to read.
7. Apply understandings of the principles of teaching reading to design structured literacy lessons

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:

Kilpatrick, David. (2020). PLL 2020 Kilpatrick-How the Phonology of Speech Is Foundational for Instant Word Recognition. 46. 11-15. (5 pages)

Linnea C. Ehri (2014) Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning, Scientific Studies of Reading, 18:1, 5-21 (17 pages)

Moats, L.C. (Summer, 2019). Teaching spelling: An opportunity to unveil the logic of language. Perspectives on Language and Literacy, 45(3),17–20. (4 pages)

The Basics of Teaching Reading 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
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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: What role does Orthographic Mapping play in your teaching, and in what ways, can you support the role of Orthographic Mapping when teaching reading to your students?

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. **Structured Literacy Lesson Plan Final Assignment:** For the final assignment, participants will design a Structured Literacy Lesson Plan using a given lesson plan template. Participants' lesson plans should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements and Rubric:

Criteria	Points
Lesson demonstrates an understanding of information gained from course content, materials, and discussion.	___ / 35
Lesson includes all required elements as outlined on provided template	___ / 15
Elements of lesson plan demonstrate alignment to develop a higher understanding of one reading skill.	___ / 25
Lesson plan reflects research-based decisions for all included instructional components	___ / 25
___ /100	

TESTING AND GRADING:

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

Final Grading:

Percentage	Grade Level	GPA
100% to 94%	A	4.0
93% to 90%	A-	3.7
89% to 87%	B+	3.3
86% to 84%	B	3.0
83% to 80%	B-	2.7
79% to 77%	C+	2.3
76% to 70%	C	2.0
69% to 67%	D+	1.3
66% to 64%	D	1.0
63% to 60%	D-	0.7
59% and below	F	0.0

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:

- o How Do Students Learn to Read?
 - The Four Part Processor

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

- Discussion Board Reflection
- Required Reading Prompt Response

Week Two

- Topic(s) Covered:
 - o What are the Stages of Reading Development?
 - Early Warning Signs of a Struggling Reader

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

- Discussion Board Reflection
- Required Reading Prompt Response

Week Three

- Topic(s) Covered:
 - o What Role Does Oral Language Play in Learning to Read?
 - Ways to support oral language

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

- Discussion Board Reflection
- Required Reading Prompt Response

Week Four

- Topic(s) Covered:
 - o What Research Do We Need to Know to be Able to Teach How Students Learn?
 - 4 Conceptual Models: 5 Components of Reading, Simple View of Reading, Scarborough's Reading Rope, 4-Part Processor of Word Recognition

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

- Discussion Board Reflection
- Required Reading Prompt Response

Week Five

- Topic(s) Covered:
 - o What are the Teaching Principles of Research-Based Instruction?
 - Structured Literacy
 - Gradual Release of Responsibility in Reading

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

- Discussion Board Reflection

- Required Reading Prompt Response

Week Six

- Topic(s) Covered:
 - How Can Teachers Implement Research-Based Instruction?
 - Reading Scope and Sequence

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

TOPICAL OUTLINE

Instructional Activity	Time Spent
Week One <ul style="list-style-type: none"> ● Topic(s) Covered: <ul style="list-style-type: none"> ○ How Do Students Learn to Read? <ul style="list-style-type: none"> ▪ The Four Part Processor Ongoing Assignments (due by the end of the course): <ul style="list-style-type: none"> ● Discussion Board Reflection ● Required Reading Prompt Response 	22.5
Week Two <ul style="list-style-type: none"> ● Topic(s) Covered: <ul style="list-style-type: none"> ○ What are the Stages of Reading Development? <ul style="list-style-type: none"> ▪ Early Warning Signs of a Struggling Reader Ongoing Assignments (due by the end of the course): <ul style="list-style-type: none"> ● Discussion Board Reflection ● Required Reading Prompt Response 	22.5
Week Three <ul style="list-style-type: none"> ● Topic(s) Covered: <ul style="list-style-type: none"> ○ What Role Does Oral Language Play in Learning to Read? <ul style="list-style-type: none"> ▪ Ways to support oral language Ongoing Assignments (due by the end of the course): <ul style="list-style-type: none"> ● Discussion Board Reflection ● Required Reading Prompt Response 	22.5
Week Four <ul style="list-style-type: none"> ● Topic(s) Covered: <ul style="list-style-type: none"> ○ What Research Do We Need to Know to be Able to Teach How Students Learn? 	22.5

<ul style="list-style-type: none"> ▪ 4 Conceptual Models: 5 Components of Reading, Simple View of Reading, Scarborough’s Reading Rope, 4-Part Processor of Word Recognition <p>Ongoing Assignments (due by the end of the course):</p> <ul style="list-style-type: none"> ● Discussion Board Reflection ● Required Reading Prompt Response 	
<p>Week Five</p> <ul style="list-style-type: none"> ● Topic(s) Covered: <ul style="list-style-type: none"> ○ What are the Teaching Principles of Research-Based Instruction? <ul style="list-style-type: none"> ▪ Structured Literacy ▪ Gradual Release of Responsibility in Reading <p>Ongoing Assignments (due by the end of the course):</p> <ul style="list-style-type: none"> ● Discussion Board Reflection ● Required Reading Prompt Response 	22.5
<p>Week Six</p> <ul style="list-style-type: none"> ● Topic(s) Covered: <ul style="list-style-type: none"> ○ How Can Teachers Implement Research-Based Instruction? <ul style="list-style-type: none"> ▪ Reading Scope and Sequence <p>Ongoing Assignments (due by the end of the course):</p> <ul style="list-style-type: none"> ● Discussion Board Reflection ● Required Reading Prompt Response <p>Assignments attached to Week Six due before the course closes:</p> <ul style="list-style-type: none"> ● End of Course Assessment ● Final Assignment 	22.5
	Total: 135 hours

* *Syllabus is subject to change.*