



Reading Comprehension

Brandman University: EDLU 9996 – 3 Semester Hours

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with Brandman University: Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:

1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Reading Comprehension - Syllabus

EDLU 9996

3 credits

Course Description: This course provides strategies to improve student reading comprehension while reading fiction and non-fiction. Presented within the course is a three-part approach to reading comprehension, which involves an emphasis on what is done before the reading takes place, while reading takes place, and after the reading is done. Using strategies to help with all three parts of the reading process, educators can help students really understand what it is they are reading.

Learning Objectives:

- Students will learn a three-part approach to reading comprehension that includes strategies for before, during and after reading.
- Students will be able to incorporate strategies for before, during, and after reading to improve reading comprehension for multiple reading assignments in the classroom.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:

- Readings:
 - (Required) “Chapter 8: Supporting Engaged Readers” from the book *Engaged Learning* by Richard VanDeWeghe.
 - (Additional) “Chapter 4 – Tools for Active Literacy: The Nuts and Bolts of Comprehension Instruction” from the book *Strategies that Work: Teaching Comprehension for Understanding and Engagement, 2nd Edition* by Stephanie Harvey and Anne Goudvis.
- Videos:
 - Think Aloud
 - Powerful Predictions: A Pre-Reading Strategy to Build Knowledge and Support Comprehension
- Content Implementation: (You will choose one of the following options.)
 - OPTION 1: Implementation Plan & Implementation Plan Template
 - OPTION 2: Hour Log Template & Hour Log Example

*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “Chapter 8: Supporting Engaged Readers” from the book *Engaged Learning* by Richard VanDeWeghe.
2. In at least 1 page, reflect on and answer the following questions about the reading students do in your class:
 - a. What reading opportunities do you give your students in your class, in and out of the classroom? Is it fiction, non-fiction, or both?
 - b. How do you know if students have understood the reading?
 - c. What supports do you already put in place to help students with their reading comprehension?
3. In at least 2 pages, respond to the reading. What do you agree with and disagree with and why? Which habits of engaged reading (listed on page 91) do you already do with your students? Which ones do you need to practice with your students more often? Which part(s) of the “Trinal (3 Part) Approach” do you already do? Have they been effective so far? If you haven’t done any of it before, reflect on how you think it will go with your students.
4. Watch the following videos:
 - Think Aloud
 - Powerful Predictions: A Pre-Reading Strategy to Build Knowledge and Support Comprehension
5. Content Implementation: **You only have to complete one of the following options.**

OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Choose at least 2 in class reading assignments to do within the unit. Incorporate the “Trinal (3 Part) Approach” for each reading assignment you do. Follow the guidelines below.

- For each reading assignment, choose at least 1 strategy for each of the three parts of the approach (before, during, and after). Don’t feel like you have to use all of the strategies listed, but try to use a variety.
- You may need to make time for modeling strategies for students.
- Feel free to modify strategies and make them your own.

OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Choose at least 2 in class reading assignments to do with your students within the unit of study you are currently in. Incorporate the “Trinal (3 Part) Approach” for each reading assignment you do. Follow the guidelines below.

- For each reading assignment, choose at least 1 strategy for each of the three parts of the approach (before, during, and after). Don’t feel like you have to use all of the strategies listed, but try to use a variety.
- You may need to model strategies for students.
- Feel free to modify strategies and make them your own.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***

OPTION 1: If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
 - i. What strategies do you plan to implement for before reading, during reading, and after reading? What will the strategies

- look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
- ii. What impact do you hope to see from using these strategies on your teaching, on student engagement with their reading, and on students' reading comprehension?
 - iii. How is this way of teaching reading comprehension different from how you did it in the past?
 - iv. What do you plan to do to support the effectiveness of the methods and strategies?
 - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
 - vi. What challenges do you foresee arising from using any of these strategies?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing the "Trinal (3 Part) Approach" for reading as well as the guidelines listed above in #5 in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these reading comprehension strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the reading comprehension strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
 - i. What strategies did you implement for before reading, during reading, and after reading? What did the strategies look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
 - ii. Were the methods and strategies successful in helping students engage with the reading and therefore help with their reading comprehension? Did you notice a difference compared to when you did in class reading assignments in the past?
 - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
 - iv. What was challenging or didn't work as well as you would have hoped?
 - v. How would you modify any part of what you implemented to make it more effective in the future?

Reading Comprehension - Assignment Plan, Evaluation & Grading

Current Practices Reflection (Written response rubric)	X/15 pts
Reading Reflection (Written response rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Reading Comprehension (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Current Practices Reflection & Reading Reflections):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of what it means to read in the classroom as well as ensure reading comprehension. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Reading strategies and strategies for reading comprehension are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect reading comprehension.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect reading comprehension.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed 2 or more in class reading assignments or activities and has used the “Trinal (3 part) Approach” for each one. For each reading assignment or activity, there is 1 strategy used for each part of the “Trinal Approach” (before, during and after reading). Student has provided a detailed explanation of how strategies for each part of the “Trinal Approach” were implemented into the lessons. If anything was modified, the student has explained how and why those aspects were changed. The explanation also includes how each strategy helped improve students’ reading comprehension. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed 2 in class reading assignments or activities and has used the “Trinal (3 part) Approach” for each one. For one of the reading assignments or activities, there is 1 strategy used for each part of the “Trinal Approach” (before, during and after reading). For the second reading assignment, the “Trinal Approach” is incomplete, and there is one part missing. Student has provided an explanation of how strategies for each part of the “Trinal Approach” were implemented into the lessons. If anything was modified, the student has explained how and why those aspects were changed. The explanation also includes how each strategy helped improve students’ reading comprehension. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has developed 1 in class reading assignment or activity and has used the “Trinal (3 part) Approach”. For the reading assignment or activity, there is 1 strategy used for each part of the “Trinal Approach” (before, during and after reading). Student has provided an explanation of how strategies for each part of the “Trinal Approach” were implemented into the lessons. If anything was modified, the student has explained how and why those aspects were changed. The explanation also includes how each strategy helped improve students’ reading comprehension. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has developed 2 in class reading assignments or activities and has used the “Trinal (3 part) Approach” for each one. Strategies are missing for multiple parts of the approach for each assignment. The explanation is partially incomplete and the student has failed to mention how the strategies were implemented, modified, or how they improved reading comprehension. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has developed 1 in class reading assignment or activity and has partially used the “Trinal (3 part) Approach”. For the reading assignment or activity, there is 1 strategy used for two of the parts of the “Trinal Approach” (before, during and after reading), but one is missing. Student has provided an explanation of how strategies for the “Trinal Approach” were implemented into the lessons. If anything was modified, the student has partially explained how and why those aspects were changed. The explanation also includes how each strategy helped

	<p>improve students' reading comprehension. Lastly, student has answered some of the reflection questions, but some questions are not addressed.</p> <p>OR</p> <p>Student has developed 1 in class reading assignment or activity and has used the complete "Trinal (3 part) Approach". 1 strategy is used for all three parts (before, during and after reading), but the explanation is incomplete. The student has failed to mention multiple aspects including how the strategies were implemented, modified, and how they improved reading comprehension. Lastly, student has answered some of the reflection questions, but some questions are not addressed.</p>
F (0-23)	<p>Student has developed 1 in class reading assignment or activity and has partially used the "Trinal (3 part) Approach". There is 1 strategy used for one of the parts (before, during, and after reading), but two parts of the approach are missing. There is some explanation about how the parts were incorporated and how they improved reading comprehension but very little. If anything was modified, the student has not explained how and why those aspects were changed. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.</p>

Reading Comprehension - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

Bibliography

CitizensAcademyCleve, director. *Think Aloud. Think Aloud*, YouTube, 5 Dec. 2011, www.youtube.com/watch?v=oi7RfnlkTL4&t=81s.

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The Balanced Literacy Diet, director. *Powerful Predictions: A Pre-Reading Strategy to Build Knowledge and Support Comprehension*. YouTube, YouTube, 28 Nov. 2011, www.youtube.com/watch?v=ZQYiYVf71i0.

VanDeWeghe, Richard. *Engaged Learning*. Corwin Press, 2009.

Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit

coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

