



Keys to Comprehension, Primary Grades for Students with Learning Disabilities

Description: This version of *The Key Comprehension Routine: Primary Grades* emphasizes the unique needs that students with learning disabilities have related to reading comprehension. This instructional routine teaches K-3 students basic comprehension skills using existing classroom materials. During professional development, educators learn how to use differentiation and scaffolds in an inclusion classroom to provide support to students who struggle with comprehension because of a learning disability. In addition, intervention educators learn how to provide more explicit instruction, guided practice, and scaffolding as Tier II support instruction. Adoption of *The Key Comprehension Routine: Primary Grades* across grades K-3 in a school provides a consistent set of introductory comprehension skills as students move from grade to grade.

Instructional practices in *Keys to Comprehension, Primary Grades for Students with LD* address these topics, strategies and skills:

- **RtI and MTSS Tiered Instruction Models:** how to deliver instruction at multiple levels to students with varying levels of literacy skills
- **Causes of Reading Difficulty:** neurobiological causes of learning disabilities
- **The Five Components of Reading:** how difficulties that students with learning disabilities have with basic reading skills that affect comprehension
- **Differentiation and Scaffolds:** how to provide support to students with learning disabilities in the inclusion classroom
- **Oral Language:** how to use oral language and a rich language environment in the classroom to improve listening comprehension, a necessary precursor for reading comprehension
- **Text structure - sentences:** how to analyze text for read aloud and reading that contains complex sentences and how to build syntactic awareness
- **Text structure – paragraphs:** how to use knowledge of paragraph structure to support comprehension
- **Text structure:** building awareness of the difference between narrative and informational structures
- **Categorizing and main idea skills:** expanding basic categorizing into main idea skills and identifying main ideas during read aloud and reading
- **Top-down topic webs:** introduction to a graphic organizer to organize verbal or written information into major topics and big ideas
- **Two-column notes:** introduction to a format that teaches the difference between main ideas and details, and adds pictures or words to a note template
- **Retell and summary:** using retell to organize and present information or describe events from a story, and identifying main ideas in a basic summary
- **Question generation:** students learn that thinking can occur at different levels from easy to difficult through an introduction to question generation using Bloom’s Taxonomy.
- **I, We, You instruction:** strategies are taught explicitly through modeling and think aloud, guided practice and scaffolds are provided based on the learning needs of each student
- **Cooperative learning:** students learn and practice comprehension strategies by working in cooperative pairs or small groups

This set of strategies and instructional practices have been identified consistently in the research literature as most effective for improving student comprehension of all students and are highly aligned with Common Core literacy standards.

Who Should Participate: All grades K-3 teachers, educators who provide support to struggling readers, literacy specialists and coaches, and elementary administrators.

For more information, please contact:

Keys to Literacy

319 Newburyport Turnpike, Suite 205

Rowley, MA 01969

Phone: 978-948-8511 www.keystoliteracy.com