



## *Keys to Comprehension for Students with Learning Disabilities*

This version of *The Key Comprehension Routine* emphasizes the unique needs that students with learning disabilities have related to reading comprehension. Teachers 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* across multiple grade levels in a school or district provides students a consistent approach to comprehension instruction as they move from grade to grade and subject to subject.

Instructional practices in *Keys to Comprehension for Students with Learning Disabilities* 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:** the 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
- **Critical thinking:** for close, analytic reading of both narrative and expository text
- **Main idea skills:** categorizing information and vocabulary, identifying main ideas at the paragraph level, and identifying central ideas in lengthier text
- **Text structure knowledge:** at the sentence, paragraph, and longer text levels
- **Top-down topic webs:** a graphic organizer that represents the major topics and big ideas of any content that is read, said, or done
- **Two-column notes:** a note taking format that supports active reading and listening
- **Summarizing:** students comprehend and synthesize the main ideas from any content that is read, said, or done
- **Generating questions:** students create and answer questions along a continuum of thinking using Bloom's Taxonomy based on content that is read, said, or done
- **I, We, You instruction:** strategies are taught explicitly through modeling and think aloud, guided practice is provided, and scaffolds are gradually released as students become independent users of the strategies
- **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 the comprehension of all students, including students with learning disabilities, and are highly aligned with Common Core literacy standards.

**Who Should Participate:** Grades 4-5 elementary teachers, 6-12 content classroom teachers, educators who provide support to struggling readers, literacy specialists and coaches, and administrators.

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