The

Key Comprehension

Routine

Grades 4-12

# Level I Training Manual

By Joan Sedita



319 Newburyport Turnpike, Suite 205

Rowley, MA 01969

(978) 948-8511

[www.keystoliteracy.com](http://www.keystoliteracy.com)

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***The Key Comprehension Routine***

**Level I Training Manual**

Welcome to Level I Trainer professional development for *The Key Comprehension Routine*!

This manual is organized into the following sections:

**Trainer Guidelines and Logistics**, where you will find general information regarding how you present the workshops, reporting requirements, and product information;

**Level I Training Materials**, where you will find schedules for the various presentation formats, a supply list, and all the training materials you will need, from PowerPoint printouts to workshop handouts; and

**Administrator Training**, where you will find both general information as well as training materials to present *The Key Comprehension Routine* workshop designed specifically for administrators.

Please refer to the Table of Contents at the start of each section for more specific information.

Best of luck as you provide *Key Comprehension Routine* training to your fellow educators! If you have any questions, please contact us at (978) 948-8511 or [info@keystoliteracy.com](mailto:info@keystoliteracy.com).

Sincerely,

Joan Sedita

Author

Founding Partner, Keys to Literacy

## Trainer Guidelines and Logistics

## Table of Contents

***In this section, you will find:***

* Guidelines for Level I Trainers
* Obtaining and Maintaining Level I Trainer Licensure
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**GUIDELINES FOR LEVEL I TRAINERS**

Keys to Literacy welcomes you as a Level I Trainer. At Keys to Literacy, we pride ourselves on the development and delivery of high-quality, research-based professional development. We believe that educators who participate in our professional development should expect trainers who have significant experience with literacy issues, experience in schools, and a passion for improving student literacy skills by improving teacher instructional methods.

A *Key Comprehension Routine* **Licensed Level I Trainer** is approved to deliver initial professional development for the routine using a hybrid face-to-face and online course model. A Licensed Level I Trainer is also approved to conduct Administrator Training, follow up professional development to teachers (i.e., guided practice or small group share sessions), and support to individuals who have been trained as building-based coaches for the *Key Comprehension Routine*.

Licensed Level I Trainers deliver this professional development under the auspices of their sponsoring organization, such as a school district, educational organization, or state department of education. Compensation for the trainer is provided by the sponsoring organization and not through participant fees for the training. Level I Trainers are not approved to deliver professional development for the routine as a “trainer for hire” or as an independent trainer. The sponsoring organization is required to provide Keys to Literacy a set fee of $100 for each teacher that is trained by a Licensed Level I Trainer. That fee covers the cost of a training book and the online course.

**Obtaining and Maintaining Level I Trainer Licensure**

Licensure Pre-Requisites

The first step towards becoming a Licensed Level I Trainer is to identify a sponsoring organization such as a school district or state department of education. You will deliver Keys to Literacy professional development as part of this organization.

In addition, prior to attending a Level I Trainer session, participants must have successfully completed initial teacher training and coach training for the *Key Comprehension Routine* or the *Key Vocabulary Routine*. You will also be required to complete the online course. You may complete these requirements by attending separate initial, coach and Train-the-Trainer sessions, OR by taking the week-long Train-the-Trainer session that combines initial, coach, and Level I training.

Licensing

Once you have successfully completed Level I training, you will be granted a one-year license to be a Level I Trainer and can begin delivering professional development for the routine. The sponsoring education organization will also become licensed to sponsor professional development delivered by Level I Trainers.

Your license will be automatically renewed on an annual basis unless you or Keys to Literacy decides to terminate the license agreement under the terms stated in the licensing agreement.

**Updates of Training Material**

During Level I training, Keys to Literacy will provide you with copies of the training materials you will need to conduct initial, follow up, and administrator training. Keys to Literacy sometimes updates the training materials to reflect new research findings about effective comprehension instruction and as we receive feedback from training participants.

Level I Trainers must stay current with these training materials. When Keys to Literacy notifies you about updates in the materials, update your training material as soon as possible to incorporate the updates.

**Keys to Literacy Support for Level I Trainers**

In order to support your development as a Level 1 Trainer, Keys to Literacy will provide you a training mentor during your first year of training. Your mentor will be an experienced Keys to Literacy staff trainer, with the background and knowledge required to help you move rapidly down the learning curve. You should contact your mentor with any questions about how to best deliver training.

**Initial Training Design**

Level I initial training for the *Key Comprehension Routine* combines face-to-face workshops and an online training course. Not counting break time, the workshop time totals approximately 9 hours and the online course time totals approximately 13.5 hours (although the time it takes each individual may vary).

The training content is organized into eight modules:

1. Introduction to The Key Comprehension Routine
2. Critical Thinking
3. Text Structure
4. Main Idea Skills
5. Top-Down Topic Webs
6. Two-Column Notes
7. Summarizing
8. Question Generation

During the workshop sessions, the Level I Trainer review activities that participants completed during the online course modules, and previews information about the online modules that participants will complete next. At certain points in the online modules there will be directions to save and print reflections and completed activities. Participants should save and bring these to workshop sessions..

The *Key Comprehension Routine* training book will be used during workshops and the online course. Participants will also need sample student reading material from their classrooms to complete some of the activities.

Three Training Schedule Options

Keys to Literacy designed three different schedules for delivering the Level I training. You can choose an option based on the availability of professional development time and the training needs of a particular cohort of participants. The options are:

* **Six, 90-minute face-to-face workshops** with time between each workshop to complete modules of the online course. With this option, participants take the online course at home or with colleagues at the time of their choosing.
* **Three, 3-hour face-to-face workshops** with time between each workshop to complete modules of the online course. With this option, participants take the online course at home or with colleagues at the time of their choosing.
* **Three full days of training** that includes face-to-face workshops and time to complete all the online modules with the trainer and other participants during the three days. For this option, the trainer must make arrangements to have Internet service available at the training site as well as computers for participants who are not able to bring their own laptop computer.

Details about timing and use of PowerPoint’s and activities for each of the above options are included in the Level I Training Materials section of this guide.

**The Online Course**

The online course is *asynchronous* which means participants can log on at any time to work on the course. A log will be created that shows their progress through course sessions, making it easy to end and restart at any point in the course.

The Level I Trainer chooses the start and end dates for the course. Participants will have access to the online course on the first day of training, and for three weeks after the last day of training. After the online course end date, participants will no longer be able to access the online training modules.

IF YOU HAVE QUESTIONS ABOUT THE ONLINE COURSE

If you or your participants have a general question about taking the course or have trouble logging in, please contact Linda Neuenhaus at Keys to Literacy ([Linda@keystoliteracy.com](file:///C:\Users\julie\Desktop\001Projects%20In%20Process\LEVEL%201%20TRAINING\2015%20Level%20I%20Comp%20Grades%20K-12\Comp%204-12%20Level%20I%20Trainer%20Manual%20Pages\Linda@keystoliteracy.com)).

**Technical Requirements**

**Operating System:**

* Windows Vista SP2 or newer
* Mac OS 10.5 or higher
* Linux/Unix (any recent version)

**Hardware:**

* Video card
* Sound card and headphones or speakers (some assignments have audio components)

**Software:**

* Microsoft Office 97 (or newer) or comparable office suite such as OpenOffice or LibreOffice (free download available at [http://www.openoffice.org](http://www.openoffice.org/) and and [http://www.libreoffice.org](http://www.libreoffice.org/download/))
* The latest Adobe Flash Player (free download available at [http://www.adobe.com](http://get.adobe.com/flashplayer/))
* The latest Adobe Reader/Acrobat Reader (free download available at [http://www.adobe.com](http://get.adobe.com/reader/))

**Web Browser:**

* The last three versions of the major browers: Firefox, Chrome, Safari, or Internet Explorer
* Other web browsers may work, but may not render all features of the courses
* Cookies must be enabled
* JavaScript must be enabled

**Internet:**

* Reliable internet connection. Broadband cable or highspeed DSL is recommended for optimal experience
* E-mail account (to be able to register and to receive e-mail from the system regarding registration, course status, etc.)

**Using the DASHBOARD to Monitor Online Use**

A feature of the online course called the DASHBOARD enables a Level I Trainer to monitor participant use of the course.

You can access the DASHBOARD by going to <http://apps.mindedgeonline.com/#/dashboard/login> Enter the username “level1” and the password “key3”. Check the box next to “Login in as a mentor?” Then enter your email address.

Once logged in, the Dashboard will display.



There are several ways to display online training information. A single cohort can be selected or a participant based on name or email address. If a cohort is selected, the participants assigned to that cohort will display. In this example, we are selecting all participants that were trained on 9/26/16 who are taking The Key Comprehension Routine Grades 4-12 Online Course.



The Dashboard provides the following information about each participant: % Complete, Average Test Grade, Last Login Date and Total Login Time.



The report can be downloaded to an Excel spreadsheet by selecting Export as a CSV.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Last Name** | **First Name** | **% Complete** | **Avg Test Grade** | **Last Login** | **Total Login Time** |
| Bumgarner | Pamela | 45.45% | 88.43% | 9/27/16 | 5 hours, 49 minutes |
| Conklin | Alicia | 46.21% | 96.43% | 9/27/16 | 5 hours, 53 minutes |
| Cooper | Kelly | 0% | n/q |  | 0 minutes |
| Farmer | Cindy | 45.45% | 97.50% | 9/27/16 | 4 hours, 20 minutes |
| Fox | Traci | 31.82% | 95.24% | 9/28/16 | 3 hours, 13 minutes |

**Ordering Training and Materials from Keys to Literacy**

In order to be sure that the online course has been turned on for participants, and that you have sufficient books for the start of you initial training, please give Keys to Literacy **AT LEAST 2 WEEKS NOTICE**. You will use two forms for communicating this information to Keys to Literacy:

* Level I Training Order Form: Use this form to let Keys to Literacy know how participants will be trained. The form also includes information about where books should be shipped. Information about payment must be provided, including a Purchase Order from the sponsoring organization. This form can be sent before you complete the Pre-Training Information Form or at the same time.
* Pre-Training Information Form: Use this form to let Keys to Literacy know the name of the trainer, name of the cohort, the training dates, and the names/emails of the participants.

Copies of these forms can be found at the end of this section. Send electronic versions via email to Linda Neuenhaus (Linda@keystoliteracy.com).**Level I Training Order Form**

***Key Comprehension Routine***

***Grades 4-12***

**LEVEL I TRAINER INFORMATION**

Name:       Phone Number:

Email:       Sponsoring Organization:

**DATE OF TRAINING:**

**SHIPPING INFORMATION**

**(for books)**

Name:

School/District/Organization:

Address:

City:       State:       Zip:

**BILLING INFORMATION**

Name:

School/District/Organization:

Address:

City:       State:       Zip:

Phone Number:       Email:

**PAYMENT INFORMATION**

**Check** (made payable to Keys to Literacy, LLC)

**Purchase Order No.**

***(Please attach signed PO.)***

**ORDER DETAILS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QUANTITY** | **ITEM #** | **DESCRIPTION** | **UNIT COST** | **ORDER TOTAL** |
|  | L1-KC | Registration fee for *Key Comprehension* Grades 4-12 Level I training (includes training book and online course) | $ 100.00  (per person) |  |
| **TOTAL AMOUNT DUE:** | | | |  |

**MAIL** completed order form with check or Purchase Order to:

**Linda Neuenhaus**

**Keys to Literacy**

**319 Newburyport Turnpike, Suite 205**

**Rowley, MA 01969**

**OR**

**FAX** or **EMAIL** completed order form with Purchase Order to **(978) 948-8611**, ATTN: Linda Neuenhaus or [linda@keystoliteracy.com](mailto:linda@keystoliteracy.com)

***Please allow two weeks for deliver***

**Pre-Training Information Form**

***Key Comprehension Routine***

**Grades 4-12**

***DIRECTIONS: Please complete and submit this form via email to Linda Neuenhaus (linda@keystoliteracy.com) AT LEAST 2 WEEKS BEFORE THE FIRST TRAINING SESSION.***

**LEVEL I TRAINER NAME:**

**PHONE:       EMAIL:**

***(This email address will be used to invite you to view the online DASHBOARD for this cohort.)***

**IF THERE IS A CO-TRAINER, PLEASE PROVIDE THE FOLLOWING INFORMATION.**

**NAME:**       **EMAIL:**

**TRAINING** **TYPE** (pick one)

6 sessions  3 half days  3 full days

**TRAINING START DATE**:      **TRAINING END DATE**:

**COHORT NAME:**

*(Add a descriptor such as Carter Elementary School, Scotland County, Region IV Cohort 4, etc.)*

**PARTICIPANT NAMES AND EMAILS**

*(The emails provided below will be used to invite participants to the online course, so be sure to enter each email accurately! Please also be sure the email addresses provided are the participants’* ***primary*** *email addresses.)*

***Add rows as needed.***

|  |  |
| --- | --- |
| **NAME** | **EMAIL ADDRESS** |
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**Developing a Professional Development Plan**

Successful professional development must be easily adaptable and relate directly to what teachers are doing in their classrooms. Research indicates that extensive follow-up training is necessary in order for teachers to successfully implement what they have learned. Follow-up should include opportunities for teachers to develop classroom lessons and to exchange ideas with their peers in small groups.

The professional development for *The Key Comprehension Routine* is organized around four essential PD components: initial training, the identification and training of building-based coaches, long-term follow up for teachers, and administrator training. A graphic organizer illustrating these components and descriptions of each type of training are included on the next page.

Level I Trainers should work with their sponsoring organization to develop a professional development plan that addresses each of these four components

* Initial Training: The Level I Trainer will provide initial training using the Level I hybrid-online model. There are three options for delivery: Six Sessions (90 min each); Three Sessions (3 hours each); Three Full Days. We recommended a 35 maximum number of participants per training cohort.
* Follow Up Training: The more follow up the better! Level I Trainers should arrange follow up sessions based on the needs of the teachers. These sessions can be scheduled on professional development days, during department or team meeting time, during faculty meetings, or any convenient time.
* Coach Training: Keys to Literacy recommends the identification and training of at least one person as a building coach for teachers in that building who have been trained in the routine. The Level I Trainer may also serve as a building coach. Keys to Literacy will offer coach training on an as needed basis based on the number of requests for coach training. Level I Trainers should therefore communicate with Keys to Literacy about the anticipated number of people who will need coach training.
* Administrator Training: Level I Trainers should encourage building administrators to attend initial training with their teachers. However, it is not always possible for administrators to find the time to attend full training. The half-day administrator training was designed to provide enough information about the routine so they will understand what the teachers have been trained to do and how their efforts can be supported. Level I Trainers should schedule an administrator training once there are at least 5 administrators who should be trained.

**Training Components**

**CORE TRAINING MODEL**

- small group share

- guided practice

-review workshops

-observations

-classroom modeling

- 2-day Coach training

- Follow up PD & consult

½ day training

**Initial Training** provides basic training, including how to teach the instructional components of the routine. Participants are instructed to bring their own content classroom reading material to practice generating activities during the training and online course so they are prepared to try the routine with students.

**Follow-Up Support for Teachers** provide teachers time and assistance to generate lesson plans and classroom activities using our routine. There are several types of follow-up that the Level I trainer can provide: guided practice sessions where teachers create lessons using the KTL routines; small-group share sessions where teachers share lessons and student work using the KTL routine; review workshops; classroom observations of teachers using the KTL routine; classroom modeling when the Level I trainer models a lesson using the KTL routine with students.

**Coach Training** is a two-day, advanced training to develop on-site support for implementation of the routine by training building-based coach facilitators. Coach training provides an in-depth review of the routine, along with time to practice generating lessons/activities in all subject areas. Because building-based coaches will be assisting others, the training also addresses peer coaching techniques. A coach can be any staff member with good communication and facilitation skills, a desire to coach peers, and a strong desire to support the routine in the school. *Coach training is conducted by Keys to Literacy senior trainers, not Level I Trainers.*

**Administrator Training** is ahalf-day session that presents an overview of the routine as well as recommendations for how building and district administrators can support implementation in their schools.

Level I Training Materials

## Table of Contents

***In this section, you will find:***

* Supply List, Planning for Training
* Module Time Schedules
* Estimated Training Time
* Training Schedules
  + 6 sessions (90 minutes each)
  + 3 half days (approx. 3 hours each)
  + 3 full days
* Attendance List
* Training Evaluation Form
* Trainer Copies of Online Course Module Quizzes (with answers)
* Training Materials by Module (see tabs):
  + PowerPoint slides and speaker notes for Preview and Review workshops
  + Workshop handouts
  + Online Course activity downloads and printouts ***The Key Comprehension Routine***

**Level I Training Supply List for Face-to-Face Sessions**

**Internet Access**

* For the trainer if you are using a delivery model that has participants completing online modules on their own
* For everyone if you are using the 3-day delivery model that has participants completing online modules with the trainer

**Books**

* One training book per participant

**Posters**

* Bloom’s Taxonomy
* Transition List
* Summary Template
* Question Terms
* Pictures of 3 students

**PowerPoints**

* *Preview* and *Review* PowerPoints for Modules 1-8

**Workshop Handouts**

1 copy per person of each

* Module 1
  + 1A About Hybrid Online Training (3 Days Training)
  + 1B About Hybrid Online Training (multi-sessions)
  + 1C Professional Development Plan (6 sessions)
  + 1D Professional Development Plan (3 sessions)
  + 1E Professional Development Plan (3 days)
  + 1F Online Course Downloads
* Module 3
  + 3A Text Structure Activity
* Module 4
  + 4A Activity Central Idea
* Module 5
  + 5A Topic Web of Course

**Forms to Bring to Workshops**

* Attendance List (use at **each** training session)
* Training Evaluation (use at end of last training session)
* List of participant names and emails for online invite

**Training and Activity Materials**

* Trainer’s copy of *The Key Comprehension Routine* book
* Plastic or metal pail or bucket (or similar container)
* Large sponge
* Sample short story to read in Module 7 preview workshop (i.e., The Man Who Walked Between the Towers by Mordicai Gerstein – ISBN 031236878X)
* Trainer copies of module quizzes with answers
* For the “fruit” words categorizing activity:
  + 20 sets of “fruit” word cards (1 set per pair of participants)
  + 40 containers for fruit word sort activity (you can use small bags or paper cups)
  + Sticky notes

**A.V. Equipment**

* Laptop Computer
* Document camera
* LCD Projector

**General Supplies**

* Name tags or cards
* Blank paper
* Markers
* Blackboard or flip chart
* Sticky Notes

Sample Note to Participants

Hello, teachers!

On [date], I will be providing professional development for *The Key Comprehension Routine*. During this training, you will have an opportunity to complete activities using your own curriculum materials.

To make the most of the training, please bring student reading material from your classroom. If you are using a textbook, please bring it. If you are using supplemental and/or teacher-made reading materials, please bring those as well.

Thank you in advance for bringing these materials, and I look forward to working with you!

Sincerely,

[trainer name]

**Planning for Training**

You can use the checklist below when you conduct initial training. On the previous page, there is a sample note you should send participants before they attend the first training session reminding them to bring sample classroom reading material for activities.

Prior to delivery of an initial training, a Level I Trainer should do the following:

\_\_\_\_ Develop a PD plan that includes initial and follow up PD for teachers, coach training, and administrator training

\_\_\_\_ Arrange a training location (seating arranged at tables with sufficient room to assign mixed small groups for activities)

\_\_\_\_ Arrange A.V. equipment (LCD projector, computer, document camera)

\_\_\_\_ Collect participant names and email addresses for the online course

\_\_\_\_ At least 2 weeks prior to the first training session, complete and send to Keys to Literacy:

* Level I Training Order Form (with purchase order # or payment)
* Pre-Training Information Sheet (with training dates and participant names/emails for online course)

\_\_\_\_ Send participants a note reminding them to bring sample classroom reading material

\_\_\_\_ Check to be sure training books have been received

\_\_\_\_ Make copies of training handouts, attendance sheets, and training evaluations

\_\_\_\_ Check to be sure the online course has been turned on and that participants have received invites

\_\_\_\_ Get password for Dashboard (from Linda Neuenhaus)

During initial training, a Level I Trainer should do the following:

\_\_\_\_ Take attendance at each session

\_\_\_\_ Ask participants to complete the training evaluation at the end of the last session

\_\_\_\_ Monitor the online course DASHBOARD for participant use

***The Key Comprehension Routine***

**Level 1 Training Modules**

**Total Professional Development Hours: 22.5**

*9 hours face-to-face workshop format*

*13.5 hours\* online course*

**Times are approximate.**

**Module 1** Introduction to The Key Comprehension Routine

* Preview (40 min.)
* Review (21 min.)
* Online Course (109 min.)

**Module 2** Critical Thinking

* Preview (27 min.)
* Review (11 min.)
* Online Course (47 min.)

**Module 3** Text Structure

* Preview (30 min.)
* Review (18 min)
* Online Course (88 min.)

**Module 4** Main Idea Skills

* Preview (74 min.)
* Review (16 min.)
* Online Course (126 min.)

**Module 5** Top-Down Topic Webs

* Preview (56 min.)
* Review (23 min.)
* Online Course (87 min.)

**Module 6** Two-Column Notes

* Preview (51 min.)
* Review (23 min.)
* Online Course (151 min.)

**Module 7** Summarizing

* Preview (42 min.)
* Review (21 min.)
* Online Course (102 min.)

**Module 8** Question Generation

* Practice (54 min.)
* Review (33 min.)
* Online Course (100 min.)

*\*Online course time is approximate and will vary by individual.*

**Estimated Training Time By Module**

|  |  |
| --- | --- |
| **Module 1: Introduction to *The Key Comprehension Routine*** | |
| **Preview: 40 min.** | |
| ABOUT THIS HYBRID ONLINE MODEL | |
| Introductory slide | 3 |
| Hybrid online training, Training schedule (pick one of three) | 6 |
| Module topics |
| SAMPLE SCREEN SHOTS FROM THE ONLINE COURSE   * Online course login * Select course * Course introduction * Sample course page * Sample page with video * Sample quiz page | 10 |
| Online activities & downloads, questions about course? | 5 |
| MODULE 1: INTRODUCTION TO THE KEY COMPREHENSION ROUTINE | |
| The Key Comprehension Routine | 4 |
| Source can be content that is read, said, done |
| Chart of routines | 5 |
| Routines |
| Vertical articulation |
| Gradual release of responsibility | 6 |
| Differentiating instruction |
| In the online course you will… | 1 |
| **Review: 21 min.** | |
| Online review activity 1.5b | 13 |
| Online review activity 1.6.1 | 7 |
| Turn in to trainer: Online activity 1.6.2 | 1 |
| **Online Course: 109 min.** | |

|  |  |
| --- | --- |
| **Module 2: Critical Thinking** | |
| **Preview: 27 min.** | |
| Chart of the routines | 6 |
| More challenging text |
| Meta-cognition & critical thinking |
| Critical thinking taxonomies |
| Content examples: combining activities | 10 |
| Turn and Talk | 5 |
| Take-Away: critical thinking | 5 |
| In the course you will… | 1 |
| **Review: 11 min.** | |
| Online review activity 2.4.1 | 10 |
| Turn in to trainer: Online activity 2.4.2 | 1 |
| **Online Course: 47 min.** | |

|  |  |
| --- | --- |
| **Module 3: Text Structure** | |
| **Preview: 30 min.** | |
| Chart of the routines | 5 |
| What is text structure? |
| Why teach text structure? |
| Transitions and patterns of organization | 6 |
| Patterns of organizations |
| Activity | 12 |
| Take-away: text structure | 5 |
| In the on-line course you will… | 1 |
| **Review: 18 min.** | |
| Online review activity 3.6a | 8 |
| Online review activity 3.7.1 | 10 |
| Turn in to trainer: Online activity 3.7.2 | 1 |
| **Online Course: 88 min.** | |

|  |  |
| --- | --- |
| **Module 4: Main Idea Skills** | |
| **Preview: 74 min.** | |
| Chart of the routines | 6 |
| What are main idea skills? |
| Source can be content that is read, said, done |
| Why teach it? |
| How to teach it | 4 |
| Scope and sequence |
| Turn and talk | 5 |
| Main ideas in everyday experiences | 6 |
| Frozen foods topic web |
| The process | 12 |
| 3 techniques |
| Categorizing practice | 8 |
| Categorizing vocabulary | 8 |
| The language of main idea | 3 |
| 3 practice paragraphs | 8 |
| Central idea practice | 8 |
| Take-away: main idea skills | 5 |
| In the online course you will… | 1 |
| **Review: 16 min.** | |
| Online review activity 4.5c | 7 |
| Online review activity 4.7a | 8 |
| Turn in to trainer: Online activity 4.9.1 and 4.9.2 | 1 |
| **Online Course: 126 min.** | |

|  |  |
| --- | --- |
| **Module 5: Top-Down Topic Webs** | |
| **Preview: 56 min.** | |
| Chart of the routine | 3 |
| What are topic webs? |
| Topic web of online modules | 12 |
| Topic web activity |
| Debrief |
| Why teach it? | 2 |
| How to teach it |
| Format | 6 |
| Position, shape, color |
| “Stacking” shapes |
| Labeling the shapes |
| Source can be content that is read, said, done | 8 |
| Review classroom examples |
| Turn and talk | 5 |
| How detailed should a web get? | 4 |
| 3 examples |
| Activity: Your content | 10 |
| Take-away: top-down topic web | 5 |
| In the online course you will… | 1 |
| **Review: 23 min.** | |
| Online review activity 5.6 | 15 |
| Online review activity 5.7.1 | 7 |
| Turn in to trainer: Online activity 5.1b and 5.7.2 | 1 |
| **Online Course: 87 min.** | |

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| **Module 6: Two-Column Notes** | |
| **Preview: 51 min.** | |
| Chart of the routine | 6 |
| What are two-column notes? |
| Format |
| Why teach it? | 2 |
| How to teach it |
| Source can be read, said, done | 3 |
| Multiple uses for two-column notes |
| Review classroom examples | 8 |
| Note taking sub-skills | 5 |
| Webs to notes |
| Example: webs to notes |
| Turn and talk | 5 |
| Note taking from text | 8 |
| 4 paragraph examples |
| Practice activity | 8 |
| Take-away: two-column notes | 5 |
| In the online course you will… | 1 |
| **Review: 23 min.** | |
| Online review activity 6.11 | 15 |
| Online review activity 6.12.1 | 7 |
| Turn in to trainer: Online activity 6.5b, 6.5c, and 6.12.2 | 1 |
| **Online Course: 151 min.** | |

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| **Module 7: Summarizing** | |
| **Preview: 42 min.** | |
| Chart of the routines | 6 |
| What is a summary? |
| Why teach it? |
| What can be summarized? | 5 |
| Content examples |
| Integration of complex skills |
| Turn and talk | 5 |
| How to teach it | 3 |
| How to write a summary |
| Scaffolds | 7 |
| Example: top-down topic web |
| Example two-column notes |
| Practice activity | 10 |
| Take-away: summarizing | 5 |
| In the online course you will… | 1 |
| **Review: 21 min.** | |
| Online review activity 7.3 | 8 |
| Online review activity 7.8 | 12 |
| Turn in to trainer: Online activity 7.9.1 and 7.9.2 | 1 |
| **Online Course: 102 min.** | |

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| **Module 8: Question Generation** | |
| **Preview: 54 min.** | |
| Chart of the routines | 6 |
| What is question generation? |
| Why teach it? |
| How to teach it |
| Bloom’s taxonomy | 6 |
| Group practice | 18 |
| Question terms and prompts | 5 |
| Source can be content that is read, said, done | 8 |
| Review classroom examples |
| Turn and talk | 5 |
| Take-away: question generation | 5 |
| In the online course you will… | 1 |
| **Review: 33 min.** | |
| Online review activity 8.5 | 15 |
| Online review activity 8.9.1 | 7 |
| Turn in to trainer: Online activity 8.9.2 | 1 |
| Course reflection activity | 10 |
| **Online Course: 100 min.** | |

**TRAINING SCHEDULE: 6 SESSIONS**

**(90 minutes each)**

***(Online Course modules are completed between sessions.)***

**The face-to-face professional development in this training format for *The Key Comprehension Routine* is delivered over six 90-minute workshops. Between each workshop, participants complete modules of the online course.** The face-to-face workshop training time totals approximately 9 hours, and the online course time is approximately 13.5 hours\* (for a total of 22.5 professional development hours).

**Scheduling Recommendations**

We recommend scheduling the workshops every two weeks. This provides sufficient time between sessions for participants to complete the online modules and practice using activities from the routine with students. However, the workshops can be scheduled closer together as long as participants have sufficient time to take the online modules between each workshop. They can also be scheduled over a longer period of time (e.g., once per month).

**Online Course**

The online course is asynchronous, meaning that participants may log in and complete the module activities at their own pace. Participants are expected to complete online modules and to print and save activities to share in follow-up workshops. They will have access to the online course for three weeks after the last workshop.

**Training Books**

*The Key Comprehension Routine* training book, face-to-face workshops, and online course modules are aligned. Page numbers, PowerPoint slides, and online activities are correlated so that participants can make connections and use the book to review information presented in workshops and online.

**Classroom Reading Material**

Training for *The Key Comprehension Routine* includes opportunities for participants to practice application of the skills and strategies to reading material and content information from their own classrooms. Participants should have sample classroom reading material on hand for the face-to-face and online portions of the training (e.g., textbooks, articles, books, etc.).

*\* Online course module time is approximate and will vary by individual. Participants may also revisit or complete activities in the online course after the face-to-face training is completed.*

**TRAINING DELIVERY PLAN - 6 Sessions/approx. 90 minutes each**

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| ***SESSION*** | ***TRAINING TO BE DELIVERED*** | ***ESTIMATED TIME*** |

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| **SESSION 1**  (97 min.) | **Module 1** Introduction to *The Key Comprehension Routine*  **PREVIEW** | 40 min |
| **Module 2** Critical Thinking  **PREVIEW** | 27 min |
| **Module 3** Text Structure **PREVIEW** | 30 min |
| **HOMEWORK** | **Take online course modules 1, 2, 3.** | 109+47+88 = 244 min (4 hours) |
| **CLASSROOM PRACTICE** | *Introduce text structure to your students. Practice analyzing/deconstructing classroom text with students.* | |

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| **SESSION 2**  (91 min.) | **Module 1** Introduction to *The Key Comprehension Routine*  **REVIEW** | 21 min |
| **Module 2** Critical Thinking  **REVIEW** | 11 min |
| **Module 3** Text Structure  **REVIEW** | 18 min |
| **Module 4** Main Idea Skills (first 13 of 21 slides)  **PREVIEW** | 41 min |
| **HOMEWORK** | **Take online course module 4** | 126 min  (2 hours) |
| **CLASSROOM PRACTICE** | *Introduce main ideas skills to your students. Practice categorizing, including content related vocabulary. Model and practice identifying/stating paragraph main ideas.* | |

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| --- | --- | --- |
| **SESSION 3**  (89 min.) | **Module 4** Main Idea Skills (last 8 of 21 slides)  **PREVIEW** | 33 min |
| **Module 5** Top-Down Topic Webs  **PREVIEW** | 56 min |
| **HOMEWORK** | **Take online course module 5.** | 87 min  (1.5 hours) |
| **CLASSROOM PRACTICE** | *Continue to practice main idea skills at the categorizing, paragraph, and multi-paragraph levels. Introduce topic webs to your students and start using them for text and non-text sources.* | |

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| **SESSION 4**  (90 min.) | **Module 4** Main Idea Skills  **REVIEW** | 16 min |
| **Module 5** Top-Down Topic Webs  **REVIEW** | 23 min |
| **Module 6** Two-Column Notes  **PREVIEW** | 51 min |
| **HOMEWORK** | **Take online course module 6.** | 151 min (2.5 hours) |
| **CLASSROOM PRACTICE** | *Continue using topic web. Introduce two-column notes to students and start having them take notes from text and non-text source.* | |

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| **SESSION 5**  (96 min.) | **Module 7** Summarizing  **PREVIEW** | 42 |
| **Module 8** Question Generation  **PREVIEW** | 54 |
| **HOMEWORK** | **Take online course modules 7 & 8** | 102+100 = 202 min  (3.3 hours) |
| **CLASSROOM PRACTICE** | *Continue using topic webs and two-column notes. Introduce summarizing and question generation to your students.* | |

|  |  |  |
| --- | --- | --- |
| **SESSION 6**  (77 min.) | **Module 6** Two-Column Notes  **REVIEW** | 23 |
| **Module 7** Summarizing  **REVIEW** | 21 |
| **Module 8** Question Generation  **REVIEW** | 33 |
| **CLASSROOM PRACTICE** | *Apply all pieces of The Key Comprehension Routine to text and non-text content sources.* |  |

**TRAINING SCHEDULE: 3 SESSIONS**

**(3 hours each)**

***(Online Course modules are completed between sessions.)***

**The face-to-face professional development in this training format for *The Key Comprehension Routine* is delivered over three 3-hour workshops. Between each workshop, participants complete modules of the online course.** The face-to-face workshop training time totals approximately 9 hours, and the online course time is approximately 13.5 hours\* (for a total of 22.5 professional development hours).

**Scheduling Recommendations**

We recommend scheduling the workshops every three weeks. This provides sufficient time between sessions for participants to complete the online modules and practice using activities from the routine with students. However, the workshops can be scheduled closer together as long as participants have sufficient time to take the online modules between each workshop. They can also be scheduled over a longer period of time (e.g., once per month).

**Online Course**

The online course is asynchronous, meaning that participants may log in and complete the module activities at their own pace. Participants are expected to complete online modules and to print and save activities to share in follow-up workshops. They will have access to the online course for three weeks after the last workshop.

**Training Books**

*The Key Comprehension Routine* training book, face-to-face workshops, and online course modules are aligned. Page numbers, PowerPoint slides, and online activities are correlated so that participants can make connections and use the book to review information presented in workshops and online.

**Classroom Reading Material**

Training for *The Key Comprehension Routine* includes opportunities for participants to practice application of the skills and strategies to reading material and content information from their own classrooms. Participants should have sample classroom reading material on hand for the face-to-face and online portions of the training (e.g., textbooks, articles, books, etc.).

*\* Online course module time is approximate and will vary by individual. Participants may also revisit or complete activities in the online course after the face-to-face training is completed.*

**TRAINING DELIVERY PLAN - 3 Sessions/approx. 180 minutes each**

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| --- | --- | --- |
| ***SESSION*** | ***TRAINING TO BE DELIVERED*** | ***ESTIMATED TIME*** |

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| **SESSION 1**  (186 min.) | **Module 1** Introduction to *The Key Comprehension Routine*  **PREVIEW** | 40 min |
| **Module 2** Critical Thinking  **PREVIEW** | 27 min |
| **Module 3** Text Structure **PREVIEW** | 30 min |
| **Module 4** Main Idea Skills  **PREVIEW** | 74 min |
| **Module 5** Top-Down Topic Webs (first 6 of 22 slides)  **PREVIEW** | 15 min |
| **HOMEWORK** | **Take online course modules 1, 2, 3, 4** | 109+47+88 +126  = 370 min (6 hours) |
| **CLASSROOM PRACTICE** | * *Introduce text structure to your students. Practice analyzing/deconstructing classroom text with students.* * *Introduce main ideas skills to your students. Practice categorizing, including content related vocabulary. Model and practice identifying/stating main ideas at the categorizing, paragraph, and multi-paragraph levels.* | |

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| **Session 2**  (188 min.) | **Module 5** Top-Down Topic Webs (last 16 of 22 slides)  **PREVIEW** | 41 min |
| **Module 6** Two-Column Notes  **PREVIEW** | 51 min |
| **Module 7** Summarizing  **PREVIEW** | 42 min |
| **Module 8** Question Generation  **PREVIEW** | 54 min |
| **HOMEWORK** | **Take online course module 5, 6, 7, 8** | 87+151+102+100 = 440 min  (7.5 hours) |
| **CLASSROOM PRACTICE** | * *Introduce topic webs to your students and start using them for text and non-text sources.* * *Introduce two-column notes to students and start having them take notes from text and non-text source.* * *Introduce summarizing and question generation to your students.* | |

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| --- | --- | --- |
| SESSION 3  (166 min.) | Module 1 Introduction to The Key Comprehension Routine  **REVIEW** | 21 min |
| **Module 2** Critical Thinking  **REVIEW** | 11 min |
| **Module 3** Text Structure  **REVIEW** | 18 min |
| **Module 4** Main Idea Skills  **REVIEW** | 16 min |
| **Module 5** Top-Down Topic Webs  **REVIEW** | 23 min |
| **Module 6** Two-Column Notes  **REVIEW** | 23 min |
| **Module 7** Summarizing  **REVIEW** | 21 min |
| **Module 8** Question Generation  **REVIEW** | 33 min |
| **CLASSROOM PRACTICE** | *Apply all pieces of The Key Comprehension Routine to text and non-text content sources.* |  |

**3-DAY TRAINING SCHEDULE**

**(6 hours, 45 minutes per day)**

***(Online Course modules are completed during the training.)***

**This training format combines face-to-face professional development for *The Key Comprehension Routine* with the completion of the online course modules during three days of professional development.** The face-to-face workshop training time totals approximately 9 hours, and total time provided during the training days for the online course is approximately 11.5 hours\* (for a total of 20.50 professional development hours). Note that the time to complete the online modules is two hours less than the multiple session delivery models. This time difference is addresses in several ways:

* During this 3-day delivery model, you will skip some of the videos because their content is redundant with information you present during the PREVIEWS of modules. Skipping these videos shortens the time required to complete the online modules.
* Times for completing online modules are just estimates – some teachers may require less or more time to complete them. If teachers finish the online in less time than you provide during training, they can use the extra time to review their activity responses or review the information in related chapters of the training book. If they do not complete a module during training, they can go back to the online course after your 3-day training is completed.

Times for completing online modules are just estimates – some teachers may require less or more time to complete them. If teachers finish the online in less time than you provide during training, they can use the extra time to review their activity responses or review the information in related chapters of the training book.

**Scheduling Recommendations**

*We recommend scheduling the training days to allow for at least 6 hours and 45 minutes* each day (approx. total: 405 min.) of face-to-face delivery time **and** time for online modules each day.

**SAMPLE SCHEDULE**

Start time: 8:00

Morning break: 15 minutes

Lunch break: 45 minutes

Afternoon break: 15 minutes

End time: 4:00

**Online Course**

Because this format combines the face-to-face workshops with time to complete online modules at the training site, **it is essential that computers and access to the internet be available for participants during all three training days.** Access to a printer is also necessary, because participants must print activities from the online course to share during the face-to-face portions of the training. The online course is asynchronous, meaning that participants complete the module activities at their own pace. However, one of the advantages of providing time during the three-day training to work on the online course is that participants can work in small groups to complete the modules if they choose. Participants will have access to the online course for three weeks after the training, enabling them to review or complete activities that they may not have finished during the three days of training

**Training Books**

*The Key Comprehension Routine* training book, face-to-face workshops, and online course modules are aligned. Page numbers, PowerPoint slides, and online activities are correlated so that participants can make connections and use the book to review information presented in workshops and online.

**Classroom Reading Material**

*Training for The Key Comprehension Routine* includes opportunities for participants to practice application of the skills and strategies to reading material and content information from their own classrooms. Participants should have sample classroom reading material on hand for the face-to-face and online portions of the training (e.g., textbooks, articles, books, etc.).

*\* Online course module time is approximate and will vary by individual.*

**TRAINING DELIVERY PLAN – 3 Day**

|  |  |  |
| --- | --- | --- |
| ***SESSION*** | ***TRAINING TO BE DELIVERED*** | ***ESTIMATED TIME*** |

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| --- | --- | --- |
| **DAY 1**  (408 min.) | **Module 1** Introduction to *Key Comprehension Routine*  **PREVIEW** | 40 min. |
| ***Participants take online course Module 1.***  ***Skip Video 1.5*** | ***90 min.*** |
| **Module 1** Introduction to *The Key Comprehension Routine*  **REVIEW** | 21 min. |
| **Module 2** Critical Thinking  **PREVIEW** | 27min. |
| ***Participants take online course Module 2.*** | ***41 min.*** |
| **Module 2** Critical Thinking  **REVIEW** | 11 min. |
| **Module 3** Text Structure  **PREVIEW** | 30 min. |
| ***Participants take online course Modules 3.*** | ***67 min.*** |
| **Module 3** Text Structure  **REVIEW** | 18 min. |
| **Module 4** Main Idea Skills  **START PREVIEW** | 63 min. |

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| **DAY 2**  (407 min.) | **Module 4** Main Idea Skills  **FINISH PREVIEW** | 11 min. |
| ***Participants take online course Module 4.***  ***Skip Videos 4.4 and 4.4a*** | ***99 min.*** |
| **Module 4** Main Idea Skills  **REVIEW** | 16 min. |
| **Module 5** Top-Down Topic Webs  **PREVIEW (Modification: skip slide 20 – “Activity Your Content”)** | 56 min. |
| ***Participants take online course Module 5.*** | ***70 min.*** |
| **Module 5** Top-Down Topic Webs  **REVIEW** | 23 min. |
| **Module 6** Two-Column Notes  **PREVIEW** | 51 min. |
| ***Participants START taking online course Module 6.***  ***Skip Video 6.2*** | ***81 min.*** |

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| **DAY 3**  (407 min.) | ***Participants FINISH taking online course Module 6.*** | ***55 min.*** |
| **Module 6** Two-Column Notes  **REVIEW** | 23 min. |
| **Module 7** Summarizing  **PREVIEW (Modification: Skip slide 16, “Pirate Practice Activity”** | 42 min. |
| ***Participants take online course Module 7.***  ***Skip Video 7.5*** | ***91 min.*** |
| **Module 7** Summarizing  **REVIEW** | 21 min. |
| **Module 8** Question Generation  **PREVIEW** | 54 min. |
| ***Participants take online course Module 8.***  ***Skip Video 8.3*** | ***88 min.*** |
| **Module 8** Question Generation  **REVIEW** | 33 min. |

**Attendance List**

**Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trainer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Name** | **Grade/ Subject** | **School** | **Email** |
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Keys to Literacy

Professional Development Evaluation

Trainer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was the level of the training ( ) just right? ( )too low? ( )too high?

*Rate the following using this scale:*

**1 (Poor) 2 (Below Average) 3 (Average) 4 (Good) 5 (Excellent)**

The overall training content was 1 2 3 4 5

The quality of the face-to-face workshop material was: 1 2 3 4 5

The quality of the online course was: 1 2 3 4 5

The overall performance of the instructor was: 1 2 3 4 5

The instructor’s knowledge of the topic was: 1 2 3 4 5

The instructor’s presentation was clear and well organized: 1 2 3 4 5

The instructor’s ability to encourage and respond to

issues and questions raised was: 1 2 3 4 5

***If you need more room, use the back of the page to answer the following:***

1. Did the session confirm or support something you already do in your teaching?

\_\_\_\_ yes \_\_\_\_ no

*Comments:*

2. Did you learn something from this training that you will use in your teaching?

\_\_\_\_ yes \_\_\_\_ no

*Comments:*

3. What further training or practice do you need?

Additional comments:

**Module Quizzes**

*(correct answers are in bold print)*

**Module 1: Introduction to The Key Comprehension Routine**

1. The student routine includes these four comprehension strategies:
   1. before, during, after, and combined
   2. scaffolding, collaborating, thinking aloud, differentiating
   3. **top-down topic webs, two-column notes, summarizing, question generation**
   4. main idea skills, critical thinking, I/We/You, text structure
2. The Key Comprehension Routine is best used primarily as Tier III intervention instruction when a school is adopting a Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS) model. True or **False**
3. In addition to text, the comprehension strategies in *The Key Comprehension Routine* are designed to be used with content sources such as video, classroom discussion, stages in a process, and an overview of a syllabus (i.e., anything that is read, said, or done). **True** or False
4. The four, student comprehension strategies can be used one at a time, but they are best used in combination. **True** or False
5. The *I, We, You* model of instruction is another way of describing this model attributed to Pearson and Gallagher:
   1. Teacher to Student
   2. Guided Instruction
   3. **Gradual Release of Responsibility**
   4. Scaffolding and Differentiating
6. A comprehensive plan for teaching comprehension should address these four areas of instruction:
   1. phonemic awareness, phonics, fluency, decoding
   2. language skills, meta-cognition, background knowledge, fluency
   3. motivation, engagement, vocabulary, accuracy
   4. **strategies, vocabulary, background knowledge, and text structure.**
7. Weak decoding or fluency skills, low vocabulary knowledge, poor attention skills, English as a second language, and difficulty visualizing are all factors that can affect comprehension. **True** or False
8. The National Reading Panel, along with a significant number of research reports, has identified the following as most effective for improving comprehension:
   1. **use of graphic organizers, question answering and generation, summarizing, cooperative learning**
   2. question answering and generation, summarizing, books on tape, unit quizzes
   3. use of graphic organizers, summarizing, reading silently, looking up definitions of unfamiliar words while reading

d. reading silently, cooperative learning, copying text, summarizing

**Module 2: Critical Thinking**

1. Meta-cognition means “a reader’s awareness of himself as a reader and knowledge about the use of comprehension strategies.” **True** or False
2. The level of critical thinking required to comprehend depends on the reading task and the complexity of the text. **True** or False
3. Common Core Reading Standard #4 is typically referred to as the “close reading” standard. True or **False**
4. Which of the following is NOT a reason provided in the Common Core for why it is important for students to learn critical reading skills:
   1. Students today are asked to read very little expository text.
   2. Much of the expository text that student are asked to read is superficial and perfunctory.
   3. While the complexity of reading demand in college and the workforce has remained the same or increased, K-12 texts have declined in difficulty.
   4. **Students will read more often if they are able to read less-complex text.**
5. A think aloud is one of the best, most explicit ways to teach students to apply critical thinking skills and comprehension strategies, and it is sometimes referred to as “eavesdropping on someone’s thinking.” **True** or False
6. Which of the following is NOT a critical thinking taxonomy listed in this module?
   1. Bloom’s Taxonomy
   2. **The Meta-Cognition Taxonomy**
   3. Webb’s Depth of Knowledge (DOK)
   4. Marzano’s New Taxonomy
7. 7. How many levels of thinking are addressed in Bloom’s Taxonomy?
   1. 4
   2. 5
   3. **6**
   4. 7

**Module 3: Text Structure**

1. *Common Core Reading Standard #5* requires students at all grades to analyze the structure of texts, including how specific sentences, paragraph, and larger portions of the text relate to each other and the whole. **True** or False
2. Which of the following is NOT an example of a text feature:
   1. headings and subheadings
   2. title page and table of contents
   3. graphics, pictures, maps
   4. **sentences**
3. Which of the following is NOT an example of a text structure:
   1. **bold print**
   2. argument, informational, or narrative type
   3. section or chapter
   4. patterns of organization
4. Which of the following is NOT something to consider when deconstructing a piece of text with students?
   1. Did the author include an introduction or conclusion, and how do these structures support comprehension?
   2. How did the author organize the body of the piece?
   3. Did the author use transition words and phrases, and how do they support comprehension?
   4. **What type of font did the author use for most of the text?**
5. Some reading passages combine all three types of text (i.e.. argument, informational, narrative). **True** or False
6. Informational text is typically organized around these specific components: claim, reason, evidence, counter-claim, rebuttal. True or **False**
7. A top-down topic web can be used to visually represent the text structure of argument, informational, or narrative text. **True** or False
8. Transition words and phrases are sometimes called *linking words*, and their purpose is to make connections in text. **True** or False
9. A compare and contrast pattern of organization is best supported by which set of transitions:
   1. because of, as a result, consequently, caused by
   2. first, second, next, then, finally
   3. **by comparison, similarly, in contrast, compared to, on the other hand**
   4. the problem is, the solution is, therefore, if … then
10. One by one, sentences communicate ideas that combine to make meaning, so efficient processing of sentence structure is necessary for comprehension. **True** or False

**Module 4: Main Idea Skills**

1. *The Key Comprehension Routine* defines main idea skills as the ability to distinguish between big ideas and subordinate details. **True** or False
2. Which of the following is NOT another way of saying “main idea”:
   1. Chunking
   2. Getting the gist
   3. Seeing the forest through the trees
   4. **Identifying specifics**
3. Which of the following is the scope and sequence for teaching main idea skills used in this module:
   1. Words, phrases, sentences, paragraphs, multi-paragraphs
   2. Spoken paragraphs, written paragraph, short text, lengthy text
   3. **Categorizing, paragraph main ideas stated, paragraph main ideas implied, multi-paragraph text**
   4. Categorizing, grouping words, grouping sentences, grouping paragraphs
4. The cognitive process for identifying the main idea includes these four steps: (1) Generate a topic, (2) Identify the details, (3) Compare the details to the topic, (4) use your own words to paraphrase the main idea. True of **False**
5. Which of the following is NOT one of the three techniques presented in this module for supporting main idea instruction?
   1. **Comparing**
   2. Self-Cuing
   3. Label the Bucket
   4. Goldilocks
6. For categorizing, a *closed sort* provides a list of words that students sort and generate their own category topics; an *open sort* provides a list of words and category topics – students sort the words into the categories provided by the teacher. True or **False**
7. Categorizing content vocabulary is a good way to practice main idea skills, and learn academic vocabulary. **True** or False
8. A main idea may be stated in a topic sentence that is found in the beginning, middle, or end of a paragraph; it may also not be stated at all. **True** or False
9. The term main idea is typically associated with paragraphs, while the term central idea is typically associated with multi-paragraphs. **True** or False
10. Which of the following is NOT a scaffold suggested in this module:
    1. Start practice with main idea skills using well-organized text.
    2. Find opportunities for students to work collaboratively to identify main ideas.
    3. Annotate text before students read.
    4. **Give multiple -choice quizzes about the main idea.**

**Module 5: Top-Down Topic Webs**

1. A *top-down topic web* is one of the four student comprehension strategies in *The Key Comprehension Routine*. **True** or False
2. Which of the following is the best description of a mental schema:
   1. **A “mind map” for organizing knowledge and words related to a topic.**
   2. A formal outline
   3. A sub-web
   4. Multiple meanings for the same academic vocabulary term
3. Top-down topic webs are best used with reading material. True or **False**
4. Topic webs are best used in English language arts class. True or **False**
5. Which of the following is NOT true about how topic-webs can be used:
   1. As a before strategy to provide an overview of the content for anything that is read, said, done.
   2. As a before strategy to activate students’ background knowledge.
   3. **As a during strategy to organize students into homogeneous groups.**
   4. As an after strategy to generate a summary or study for a quiz.
6. Which of the following is NOT used in a topic web to emphasize the relationship between main ideas:
   1. Color
   2. Shape
   3. Position
   4. **Number of items**
7. Words, phrases, or pictures can be placed in the shapes of a topic web. **True** of False
8. A sub-web is used when the teacher wants to provide more detail about a topic. **True** or False
9. Which of the following is NOT a way to scaffold top-down topic webs for students:
   1. Start with using a topic web to organize everyday objects.
   2. Give students a partially completed topic web to fill in.
   3. Gradually release responsibility to students for generating their own topic webs.
   4. **Ask students to create a topic web as a quiz or test.**
10. A top-down topic web can be used to represent the structure of text that is read or written by students. **True** or False

**Module 6: Two-Column Notes**

1. The two-column format for notes used in *The Key Comprehension Routine* is adapted from the Cornell Note System. **True** or False
2. In order to provide a clear visual distinction between main ideas and details, the big ideas go in the right column and the supporting details go in the left column. True or **False**
3. Notes can be taken from anything that is read, said, or done. **True** of False
4. Which of the following is NOT a source for taking two-column notes:
   1. Vocabulary terms
   2. Process or demonstration
   3. Short story
   4. **Outline**
5. Which of the following is NOT a skill that is incorporated into note taking:
   1. paraphrasing and integrating information from more than one source
   2. writing concisely, using abbreviations, adding visual cues
   3. **copying word for word off the board**
   4. main idea skills
6. Which of the following is NOT a technique used in paraphrasing:
   1. semantic paraphrasing
   2. **offering an alternative opinion**
   3. syntactic paraphrasing
   4. explaining difficult concepts and abstract ideas
7. When taking notes from a lengthy text selection (e.g., a textbook or novel chapter), the paragraph main ideas typically are listed in the left column and details from the sentences are listed in the right column. True or **False**
8. The items in a top-down topic web can be used to generate two-column notes by placing the topics in the right column of the notes. True or **False**
9. Which of the following is NOT included in the note making (i.e., note editing) steps:
   1. **rewrite the notes into a formal outline**
   2. make sure all main ideas are included and clearly stated in the left column
   3. expand abbreviations if notes are unclear
   4. add visual cues to further organize notes
10. Which of the following is NOT one of the details included in the right column of vocabulary two-column notes:
    1. synonym and antonym
    2. word used in a sentence
    3. illustration
    4. **the page number in the text where the vocabulary word is located**

**Module 7: Summarizing**

1. Summarizing is one of the most effective strategies for improving reading comprehension and writing. **True** or False
2. Retell, recount, paraphrase and summarize mean the same thing. True or **False**
3. Learning how to effectively summarize is a challenge for many students because it requires proficiency with which of these sets if skills:
   1. decoding, vocabulary, keyboarding
   2. decoding, comprehension, keyboarding
   3. **comprehension, organization, writing**
   4. comprehension, retelling, writing
4. Common Core Reading Standard #2 requires students to retell and recount in grades K-4, and summarize in grade 5. True or **False**
5. If students do not have good main idea skills, they will have difficulty generating a summary. **True** or False
6. Which of the following is NOT an example of something that can be summarized:
   1. a lecture
   2. a process
   3. an informational video
   4. **a set of vocabulary terms**
7. Which of the following is NOT one of the steps for generating a written summary:
   1. Identify the key ideas from the source.
   2. Begin the summary with an introductory statement.
   3. **Include a significant number of details.**
   4. Use transitions to connect sentences.
8. Which of the following is NOT a scaffold suggested in this module:
   1. **Let students copy summaries from the board or PowerPoints.**
   2. Scaffold the text source by breaking it into more manageable chunks.
   3. Give students a summary template.
   4. Give students partially completed summaries.
9. Only the first level of shapes in a top-down topic web should be carried over into a summary. True or **False**
10. All of the details from the right column of two-column notes should be included in a summary. True or **False**

**Module 8: Question Generation**

1. It is helpful for students to generate questions before, during, and after they read. **True** or False
2. The National Reading Panel identified teaching students how to generate questions as an effective practice for improving comprehension. **True** or False
3. Which of the following are NOT levels of thinking found in Bloom’s Taxonomy:
   1. Remembering and Understanding
   2. Applying and Analyzing
   3. **Understanding and Explaining**
   4. Evaluating and Creating
4. Evaluating and creating questions support the highest level of critical thinking. **True** or False
5. Compare and contrast questions are typical of the Remembering level of Bloom’s Taxonomy. True or **False**
6. Which of the following is NOT a scaffold suggested in the module:
   1. Teach just one or two levels of questions at a time.
   2. Have students identify the level of questions before expecting them to generate their own questions.
   3. **Have students get help from family members to generate questions about homework reading assignments.**
   4. Have students generate questions about familiar topics before you expect them to create questions related to classroom content.
7. Top-down topic webs and two-column notes can be used as sources for generating questions. **True** or False
8. It is important for teachers to keep in Bloom’s Taxonomy in mind when generating questions for students about classroom content. **True** or False