

Key Comprehension Routine: Recognizing Classroom Use

How can you tell if *The Key Comprehension Routine* is being used with students? Several indications are described below.

Lesson Plans

The *Key Comprehension Routine* is designed to be embedded in content classroom instruction. One indication of classroom use is inclusion of the activities noted below in daily lesson plans.

Classroom Evidence of Use

There are five components in the routine that teachers should use in their classrooms. They are detailed below.

1. Explicit instruction for how to identify main ideas and use text structure

Indications of use include:

- Previewing by the teacher of text to determine the main ideas and the difficulty students might have identifying and stating the main ideas
- Explicit instruction for how to determine a main idea, particularly through “thinking aloud” the cognitive process required to find a main idea
- Use of the three techniques for helping students identify main ideas:
 - Goldilocks: Is my main idea too general, too specific, or just right?
 - Labeling the Bucket: Using a bucket to reinforce the concept of main idea
 - Self-Cueing: Asking the question “*What is this paragraph saying about the topic?*”
- Class discussion of paragraph structure, how to use headings/subheadings in text, the difference between narrative and expository text structure, and overall text structure

2. Top-Down Topic Webs

A graphic organizer that is used before, during and after a lesson, unit of study, or assigned reading.

Indications of use include:

- Seeing topic webs in student notebooks, on classroom boards, and as part of classroom or homework assignments
- Teachers may provide partially completed webs, and students may practice generating them in small cooperative groups
- Students may be using topic webs to study or to generate a summary (see #4)

See the illustration below of the format for top-down topic webs.

3. Two-Column Notes

A format for taking notes from reading, class discussion, or lecture. Indications of use include:

- Seeing two-column notes in student notebooks, on classroom boards, and as part of classroom or homework assignments
- Teachers may provide partially completed notes, and students may practice generating them in small cooperative groups
- Students may be using notes to study or to generate a summary (see #4)

See the illustration below of the format for two-column notes.

4. Summarizing

Students are taught to generate summaries from reading, lectures, or classroom discussions. Indications of use include:

- Explicit instruction for how to generate a summary
- Modeling of summary generation by the teacher to the class, or students practicing summarizing in small collaborative groups
- Seeing summaries in student notebooks, on classroom boards, or as part of classroom and homework assignments
- Use of topic webs or two-column notes to generate summaries
- Use of a summary template to generate a summary

See the illustration below of the template.

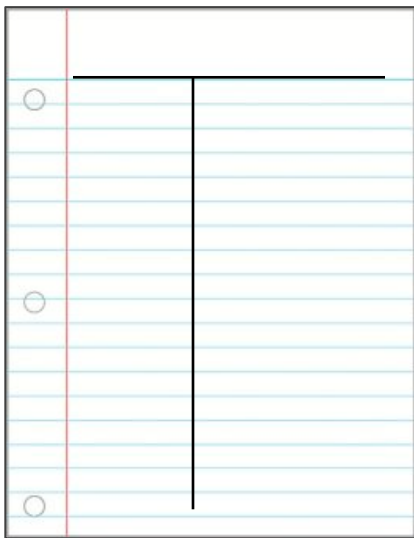
5. Question Generation

Use of Bloom's Taxonomy to generate questions at different levels of thinking. Indications of use include:

- Posters or visuals in the classroom of Bloom's Taxonomy
- Explicit instruction about the different levels of thinking represented in the taxonomy
- Explicit instruction of question terms
- Seeing leveled questions in student notebooks, on classroom boards, and as part of classroom or homework assignments
- Students may practice generating and answering questions in small collaborative groups

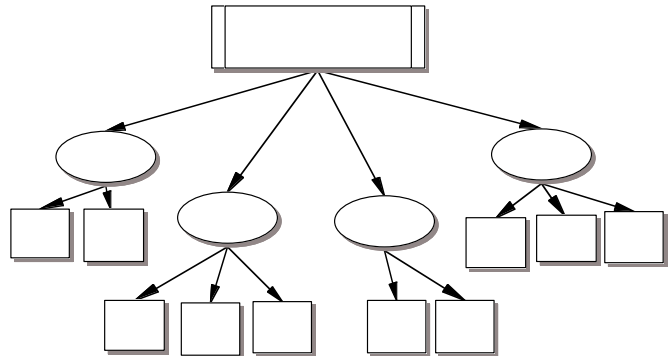
See the illustration below of Bloom's Taxonomy.

Two-Column Notes



Summary Template

Top-Down Topic Web



Bloom's Taxonomy

Summary Template

1. List the main ideas in phrase form.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. Write an introductory sentence that states the topic of the summary.

3. Turn the main ideas into sentences using your own words. You can combine some of the main ideas into one sentence.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

4. Add transition words from the list below or from the transition poster.

first, next, finally, before, after, during, later, also, another, in addition, in conclusion, to sum up, similarly, however, on the contrary, most important, for example, as a result, therefore

5. Proofread and edit your summary.

Bloom's Taxonomy

Creating: *what if? Create*

Evaluating: *fair/unfair; right/wrong; ranking*

Analyzing: *compare/contrast*

Applying: *life and use*

Understanding: *in your own words*

Remembering: *facts*