**Key Comprehension Routine Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have been trained in (check all that apply):

\_\_\_\_ categorizing and main idea skills

\_\_\_\_ text structure

\_\_\_\_ top-down topic webs

\_\_\_\_ two-column notes

\_\_\_\_ question generation

I have used the following with students (check all that apply):

Categorizing and main idea skills

\_\_\_\_ I have explicitly taught how to identify and state the main idea

\_\_\_\_ I have had students categorize vocabulary words

Text structure skills

\_\_\_\_ I have taught students the differences in basic text structure for argument, informational, and narrative text

\_\_\_\_ I have taught students to recognize and use text features as clues to comprehension

Top-down topic webs

\_\_\_\_ I have used topic webs to support unit and lesson planning

\_\_\_\_ I have used a topic web to share my unit or lesson plans with students

\_\_\_\_ My students have made or completed topic webs

Two-column notes

\_\_\_\_ I have modeled two-column note taking from text

\_\_\_\_ I have modeled two-column note taking from lecture, class discussion, or media

\_\_\_\_ My students have generated or completed two-column notes

Summary

\_\_\_\_ I have modeled how to generate a summary from information that is read, said, or done in class

\_\_\_\_ I have modeled how to use a summary scaffold such as a topic web, two-column notes, or summary template

Question Generation

\_\_\_\_ I have taught students the stage of a thinking continuum such as Bloom’s Taxonomy

\_\_\_\_ I have taught students how to use question terms and prompts

\_\_\_\_ I have modeled how to generate questions at different levels of thinking

\_\_\_\_ My students have generated questions at different levels of thinking