



## *The Key Comprehension Routine: Primary Grades*

**Description:** This version of *The Key Comprehension Routine* is for grades K-3. This instruction routine teaches early elementary students basic comprehension skills. During professional development, educators learn how to use oral language, visuals, and read-aloud to provide grade-appropriate instruction that can be incorporated during core reading and subject-area 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. It also provides a foundation for learning the comprehension strategies taught in *The Key Comprehension Routine* for grades four and above. Educators embed the instruction using existing classroom literacy materials.

Instructional practices in *The Key Comprehension Routine: Primary Grades* address these topics and skills:

- **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 the events from a story, and identifying and retell 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

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

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