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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