

The Key Three Routine: Comprehension Strategies™

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The Key Three Routine

Three Key Skills

Main Ideas

Note Taking

Summarizing

Five activities

1. Main idea topic web
2. Turn main ideas into questions
3. Take two-column notes
 - Big picture notes
 - Detailed notes
4. Summarize
 - Big picture summary
 - Section summary
5. Revise and review



RtI: 3 Tiers of Instruction

- *Federal special education legislation*
- *Allows for preventive measures before students enter special education*

Tier I: All students; quality in-class instruction

Tier II: Some students; short-term, small-group or individual instruction

Tier III: Few students; long-term intervention - special education

*Decisions are guided by benchmark
and ongoing assessment data*

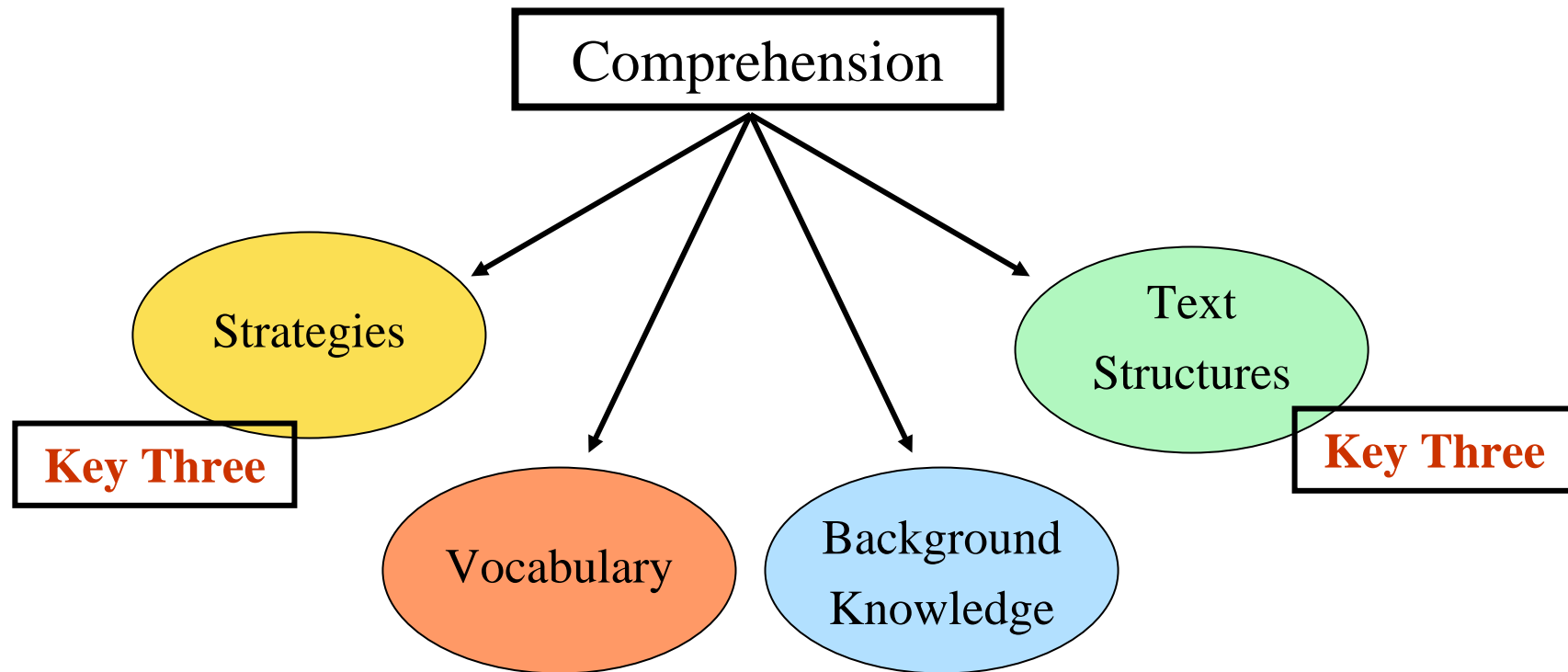


What is the Key 3 Routine?

- Comprehension strategy program, grades 4-12
- Combines comprehension, writing and study skills
- Strategy instruction embedded in content classroom curriculum (*Tier I*)
- Can also be used as an intervention program for students with learning difficulties (*Tier II*)



Components of Comprehension Instruction



The Key Three Routine addresses 2 components

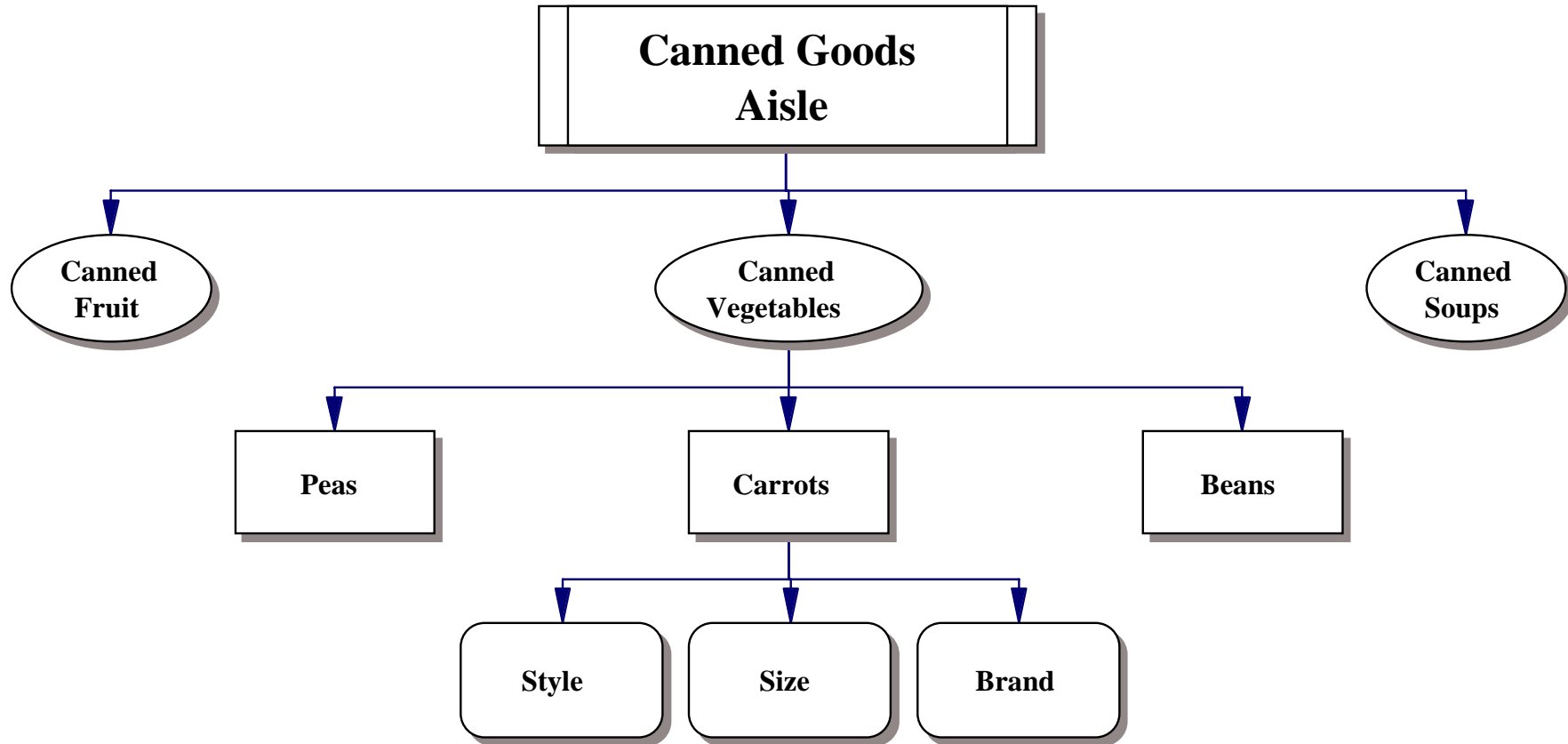


Main Idea Skills: Big Ideas

Topics covered in training:

- Introducing main ideas as a life skill
- Process for determining main idea
- Scope and sequence (*categorizing, paragraph, multi-paragraph, chapters*)
- Techniques for finding main ideas
- Stated vs. implied
- Text structure (overall, paragraph, sentence)
- Practice reviewing text structure and creating topic webs using classroom material
- How to scaffold instruction

Topic Web: Supermarket Hierarchy



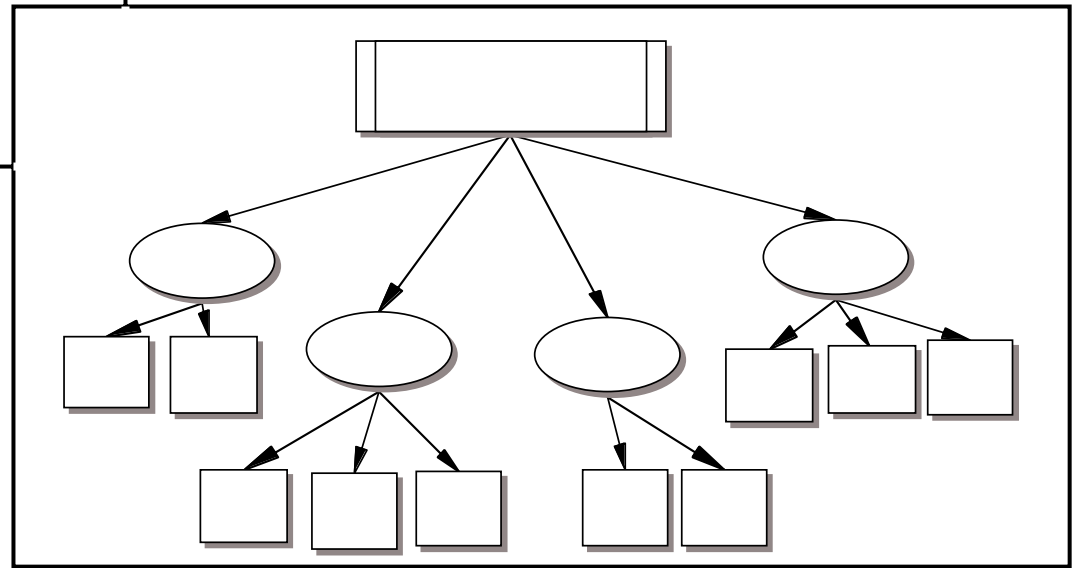
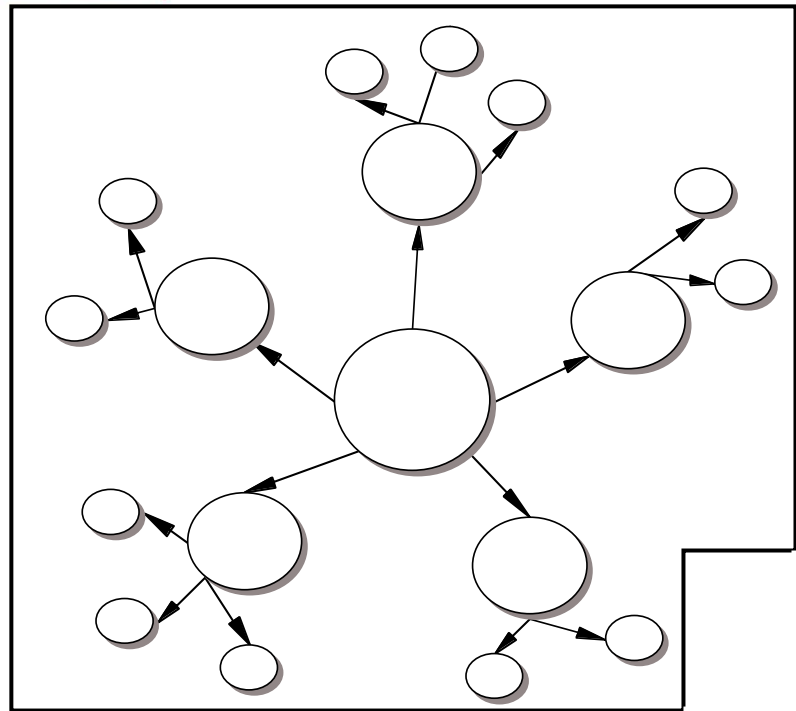


Creating a main idea web

- Top down format
- Shows relationship among ideas in hierarchical way
- Purposeful use of different shapes and colors



Brainstorm Web vs. Key Three Web





Gradual Release of Responsibility

I

Teacher-focused, modeling,
direct/explicit instruction

Guided practice

We

Whole group, collaborative

Independent use by student

You

Students move through the stages at different rates, requiring scaffolding and differentiated instruction.



Note Taking

How to Take Two-Column Notes

Left 1/3 Page:	Right 2/3 Page:
○ Main Ideas	Details
○	
○	

Versatility:

- Any content
- Any information source (Text, lecture, event, multi-media)

Accountability for active learning

Consistent format

Captures **essential** information



Advantages of Two-Column Format

- Visual distinction between main ideas and details
- Easy to study
- Good for lecture notes

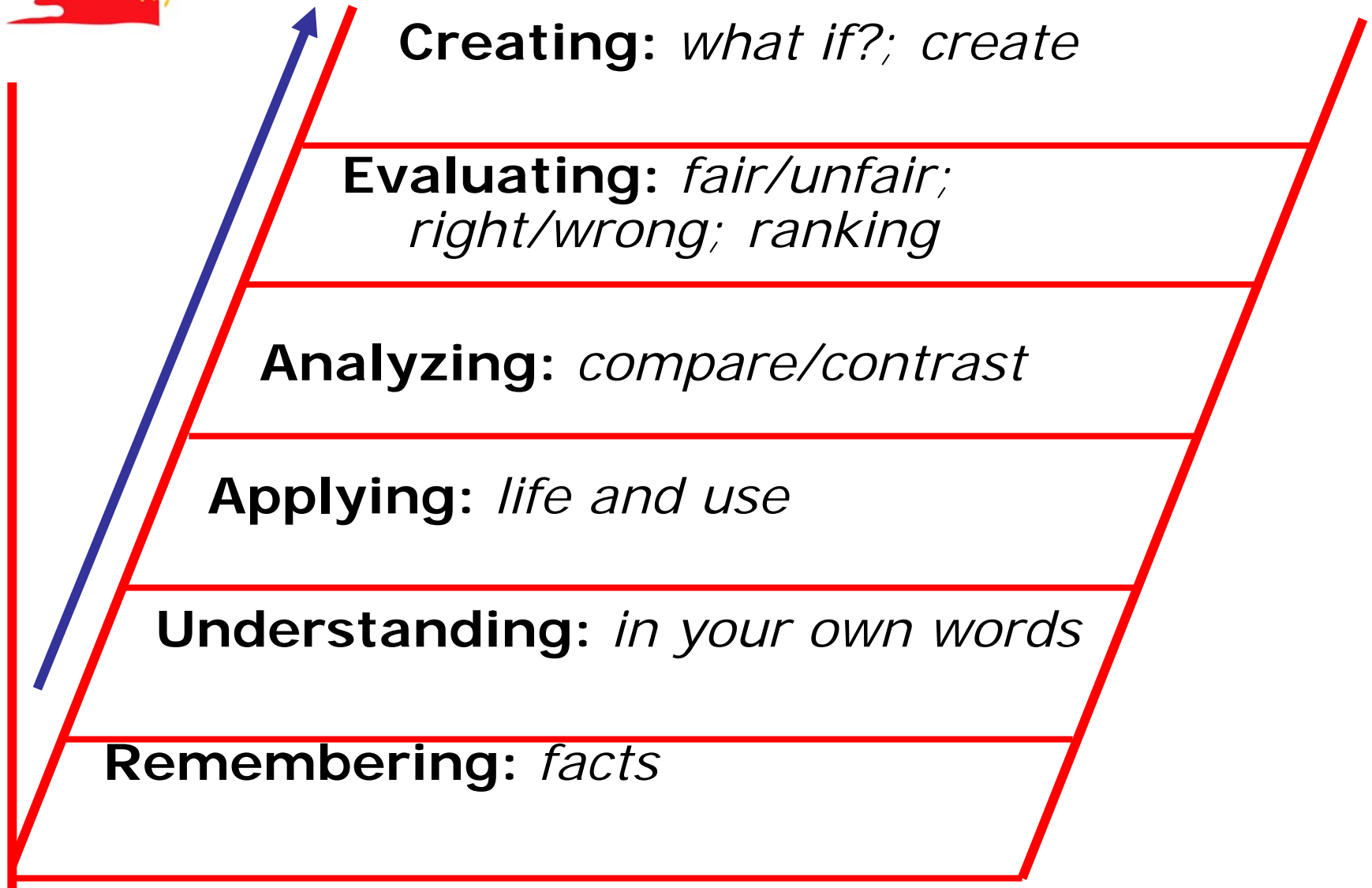


Note Taking: Big Ideas

- Two levels of notes, multiple uses
 - Detailed Notes, Big Picture Notes
- Advantages of two-column note format
- Teach sub-skills (abbreviations, paraphrasing, etc.)
- Note taking from lecture
- Practice generating notes using classroom material
- How to scaffold note taking



Bloom's Taxonomy (revised)





Generating Questions: Big Ideas

- How to use Bloom's taxonomy
- Teach question words
- Practice generating questions from classroom material
- How to scaffold the activity



Summarizing: The Most Effective Skill

- Summarizing identified in research as most effective comprehension and writing skill
- Very difficult skill to teach and learn
- Summarizing is a “life skill”



How to Write a Summary

- Read the material and distinguish the main ideas from the details.
- List the main ideas in phrase form.
- Include a few details (only if necessary).
- Combine the sentences into a paragraph.
- Use transition words and include a topic sentence.



Transition Words

- To add information: *Also, in addition, further*
- To list or present series: *First, second, next, finally*
- To indicate time order: *Before, after, since, later, eventually, at this time*
- To summarize or conclude: *In conclusion, in other words, to sum up*
- To show cause & effect: *Therefore, because, as a result, consequently*
- To contrast an idea: *Yet, however, on the other hand*



Summarizing: Big Ideas

Topics covered in training:

- Teach steps to write a summary
- Use of transition words
- Use of summary template
- Sources for summaries: list of main ideas, topic webs, two-column notes
- Practice generating summaries from classroom material
- How to scaffold summaries



Professional Development for Successful Implementation

- Initial training (2 days or 1 day hybrid online)
- Building-based coach training
- On-site follow up meetings



Professional development topics and instructional materials available:

- The Key Three Routine: Comprehension Strategies
- The Key Vocabulary Routine
- The ANSWER Key to Open Response
- Grades 4-6 Literacy Planning

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