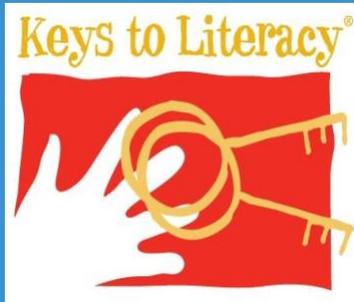


KTL Coaches Newsletter

TIPS AND TRICKS



Focus Area for January:

Main Idea Skills

Focus KTL Strategy:

Self-Cuing

Welcome to 2019! We are planning on sending out monthly newsletters focused on a specific KTL strategy. Our plan is to remind you of these strategies and offer practical ideas of how they may be used in your classes.

Also, we know some of you are already using them, so please feel free to add other ideas or classroom use you have found helpful to your students.



HOW DOES IT WORK?

Students ask themselves 2 questions:

1. Who or what is the focus of the source (whatever is being read, said or done)?
2. What is the most important information about the focus?

How do you introduce it?

1. Teacher will model with an out of content example a think aloud for students (choose a youtube video, or an example from “real life” where you are trying to figure out the main idea and key details)



What it might sound like:

When you are self-cuing, you are asking yourself 2 key questions (have the ?s displayed as you explain) – first, you want to ask yourself – who or what is this mostly about (topic, which is broader than main idea)– listen or look for repeated words and phrases – when words are repeated, it means that is probably important. Don’t forget to look and listen for pronouns – while those words are small, they are taking the place of the larger ideas.

2. What is the most important about the topic –

Remind kids that a topic is not the same as main idea – to find the main idea, we need to look or listen to the details and determine what they have in common.

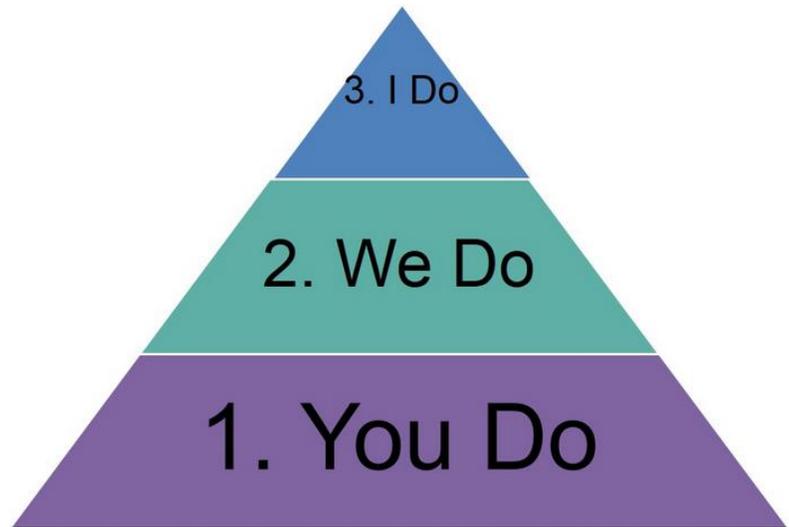
Here is an example – you may use this example or choose your own:

[HTTPS://WWW.GREATBIGSTORY.COM/STORIES/UC-FAKARAVA-SHARKS](https://www.greatbigstory.com/stories/uc-fakarava-sharks)

1. Watch the entire video straight through once
2. Ask kids, who or what was this mostly about?
3. Watch video again and record the number of times they say shark, French Polynesian Island , etoile, etc.
4. Finally, have kids work collaboratively for 60 seconds to determine a main idea and record it on a post-it note or small piece of paper.
5. Collect their responses and anonymously read several aloud to determine which is the strongest main idea and why?

Ideas for Scaffolding:

1. Use the ? icon to remind students of the 2 main questions they will ask themselves
 2. provide students with two options for either determining the topic or the main idea and they have to choose the best option and explain their reasoning
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Moving Forward:

After you practice with a short, out of content example or two, begin to have kids use the self-cuing method on an ongoing basis in your class. Keep in mind this strategy may be used across content areas with anything that is read, said or done.



HOW DOES THIS RELATE TO PACE?

“In general, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study. Typically, the task challenges students to use their higher-order thinking skills to create a product or complete a process” (Hilliard, 2015). Remember that Keys to Literacy (KTL) is not just another initiative, it is a tool for helping students access information inside and outside of the classroom. Performance based assessments ask us to use higher order thinking, and KTL presents both teachers and students a way to do that.

Reference:

Hilliard, P. (2015). Performance Based Assessments Reviewing the Basics. *Edutopia*. Retrieved from, <https://www.edutopia.org/blog/performance-based-assessment-reviewing-basics-patricia-hilliard>