

How to Teach Students to Get the Gist

Fall 2019 PD

Introduction to the strategy

About

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Objectives

- Learn to teach students the Get the Gist strategy for improving reading comprehension
- Prepare to use this practice in your classroom

Before we begin...

- Materials you'll need for today:
 - Brief content-area text (we brought extra texts)
 - Your calendar
 - Middle School Matters binder

A Common Challenge

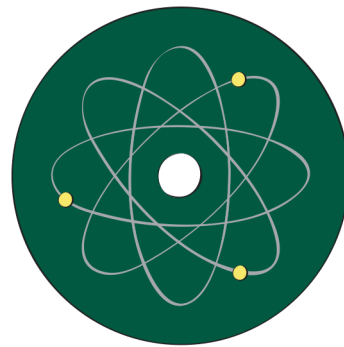
Discuss with your tables:

1. What difficulties do students have when they read text in your class?
2. What reading skills do you wish they had or were better at?

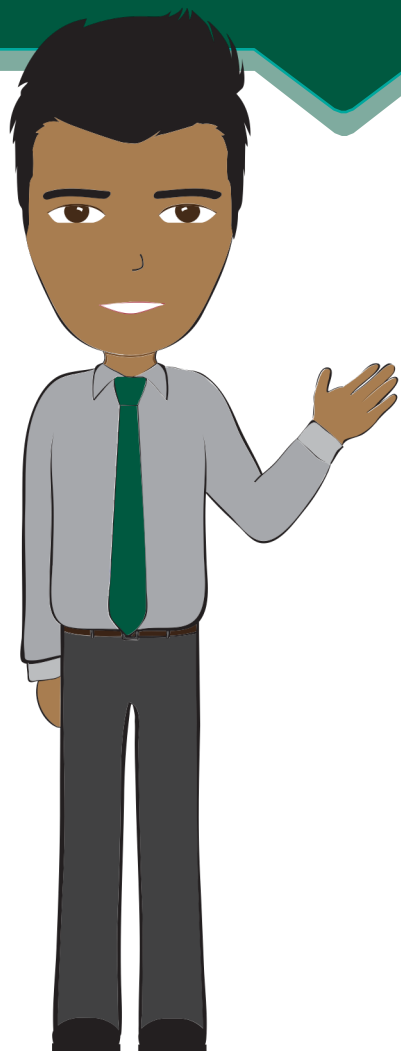
One Research-based Solution

Get the Gist

Students stop to write a brief main idea statement, or gist, at predetermined stopping points



What do students do?



STEPS	DESCRIPTION
Step 1	Who or what is this section about?
Step 2	What is the most important information about the “ who ” or “ what ”?
Step 3	Write a gist statement that combines the information from steps 1 and 2 . (The gist statement should be in students’ own words, rather than a sentence copied from the text.)

Example 1



Benjamin Franklin thought that working to help people was the best work to do. One way he helped people was by opening a public library. In the 1730s, only wealthy people owned books. However, Franklin and a few other people asked 50 friends to give them a small amount of money. They used this money to buy books. Then they started a library where people could borrow books to read at home. Today, almost every town in the United States has a public library.

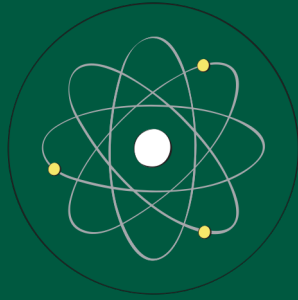
Example 1



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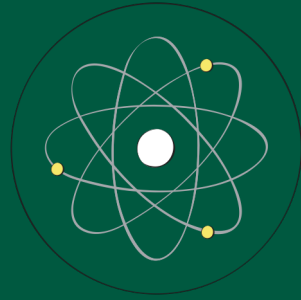
- Step 1: **Who** or **what** is this section about?
 - Benjamin Franklin
- Step 2: What is the most important information about the "**who**" or "**what**"?
 - Started a library so people could borrow books
- Step 3: Write your gist in about 10 words.
 - Benjamin Franklin started a library so people could borrow books.

Example 2



In nature, species become extinct when they reach the end of their evolutionary period on Earth. The length of this period depends on how well a species adjusts to changes in climate, habitat, predators, and food sources. Natural events, such as volcanic eruptions, tsunamis, and sudden climate change, can cause mass extinctions if the event is on a large enough scale.

Example 2



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- Step 1: **Who** or **what** is this section about?
 - Species
- Step 2: What is the most important information about the "**who**" or "**what**"?
 - Become extinct when they stop evolving
- Step 3: Write your gist in about 10 words.
 - Species become extinct when they stop evolving (adjusting to changes in nature).

Example 3



William Shakespeare's days in London abounded with theater life. Initially, he took to the stage as an actor for The Lord Chamberlain's Men, but he soon received praise not for his acting but for the magnificent plays he was writing. His ability to capture the interests and imaginations of playgoers of that time testifies to his talent, as many theatergoers paid more attention to the rowdy scenes occurring within the audience than they did to the play itself.

Example 3



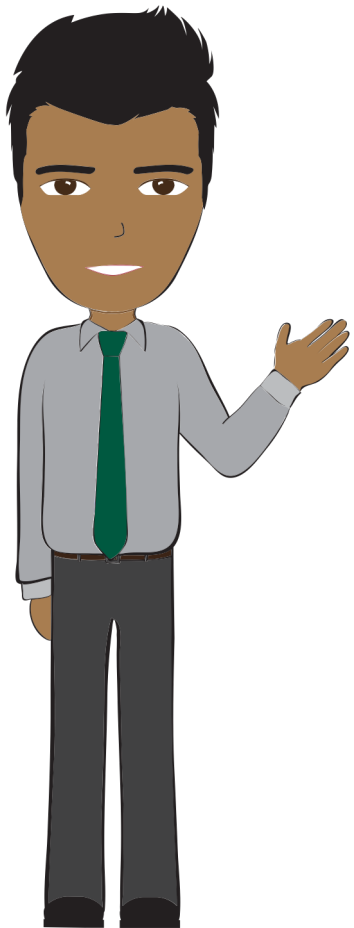
William Shakespeare's days in London abounded with theater life. Initially, he took to the stage as an actor for The Lord Chamberlain's Men, but he soon received praise not for his acting but for the magnificent plays he was writing. His ability to capture the interests and imaginations of playgoers of that time testifies to his talent, as many theatergoers paid more attention to the rowdy scenes occurring within the audience than they did to the play itself.

- Step 1: **Who** or **what** is this section about?
 - William Shakespeare
- Step 2: What is the most important information about the "**who**" or "**what**"?
 - Was an actor and received praise for the plays he wrote
- Step 3: Write your gist in about 10 words.
 - Shakespeare acted but received most recognition for the plays he wrote.

Questions?



What Does the Teacher Do?



- Step 1: Prepare an introductory lesson
- Step 2: Teach students to use Get the Gist
- Step 3: Prompt and support students to use the strategy regularly

Step 1: Prepare

We'll come back to this later!

- What You'll Need:

- A short passage (5 paragraphs or sections) at students' independent reading level and on a familiar or interesting topic

- Get the Gist Log

- How You'll Prepare:

- Divide your text into sections or chunks.

- Prepare a gist statement for each section or chunk using the 3-step strategy and Get the Gist Log.

(Refer to pg. 2 of the Strategy Guide)

Step 2: Teach/Introduce/Model

- Time: One full 50-minute class period
 - OR two 25-minute “doses” over two class periods
- Materials:
 - PowerPoint (download at greatmiddleschools.org/gist)
 - Your model text and prepared gist statements
 - Student handouts (provided by MSM):
 - Blank Get the Gist Logs
 - Get the Gist cue card

Student Materials We Provide

Get the Gist Cue Card

Step 1: Who or what is this section about?

Step 2: What is the most important information about the “who” or “what”?

Step 3: Write your gist statement by combining information from 1 and 2.

Remember, your gist should

- include only the most important information,
- leave out unnecessary details, and
- be a complete sentence.

Class set on durable paper

Get the Gist Log

Student(s): _____

Class and Period: _____ Name of Text: _____

Section	Step 1: Who or what is this section about?	Step 2: What is the most important information about the “who” or “what”?	Step 3: Write gist statement.

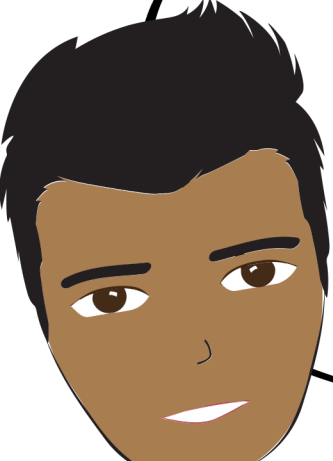
One per student, per class period

*Fillable PDF available at greatmiddleschools.org/gist

Modeling

- Follow along with the steps for introducing on page 3 of your strategy guide
- Have out:
 - "What Are Clouds?"
 - Get the Gist log

Set a Purpose for Learning



Sometimes when we read a text we don't read carefully enough or we read too fast, but there are several strategies that can help us. Today we are going to learn a new reading strategy called Get the Gist. A "gist" is another word for "main idea." This strategy will help us identify the main ideas of what we read so when we finish reading we understand and remember the important information.

★ TEACHING TIPS ★

Set the purpose for learning by pointing out some reasons to use the Get the Gist strategy.

- Writing gist statements helps you think about what you're reading.
- Gist statements focus on important information rather than minor details.
- This strategy helps you remember what you read.

Introduce the Strategy

Step 1: Who or what is this section about?

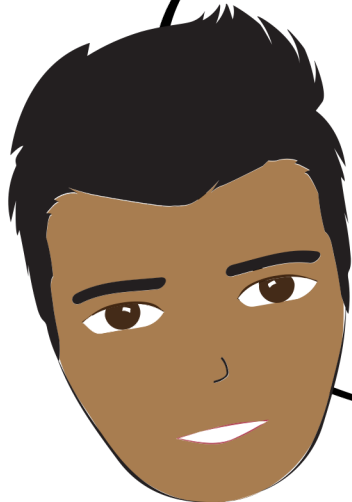
Step 2: What is the most important information about the “who” or “what?”

Step 3: Write your main idea statement by combining Steps 1 and 2.

When writing a gist, remember to:

- Include only the most important information.
- The gist should be brief.
- Use a complete sentence.
- Write the gist in your own words.

Model and Think Aloud



“Now that I’ve described the Get the Gist strategy, I will show you how to use it. Look at your passage, called ‘What Are Clouds.’ I will read this aloud and stop where it says I should write a gist statement, or the main idea. I’ll use the three steps in the Get the Gist strategy to help me. Follow along and watch as I show you how to do this.”

Modeling

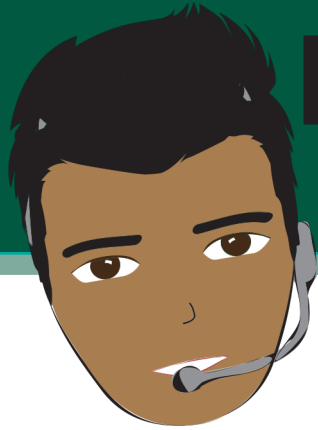
- Put on your student hats!



After initial modeling, facilitate:

- Whole-class guided practice with feedback
- Guided practice in small groups or pairs with feedback
- Independent practice with feedback





FAQ

Why can't students just read?

- Teaching Get the Gist takes a little while, but consider it an investment!
 - Comprehension of information will increase.
 - Spend less time reteaching the information they read.
 - Deeper understanding of text.
 - Retain/remember information longer.

A Note About Narrative Texts



- Get the Gist helps students identify main plot points.
- Get the Gist is NOT necessarily helpful for making inferences or identifying themes.
- Suggestion
 1. Use Get the Gist for a first read of the text for basic comprehension.
 2. Then help students gain a deeper meaning through discussion, questioning, or other activities.

Common Challenges and Solutions

#1: Students have trouble finding the most important “who” or “what.”

- Make sure students know to use headings and subheadings to help them.
- Consider adding them yourself as a scaffold for struggling students if the text does not have them.

(Refer to pg. 4 Strategy Guide)

Common Challenges and Solutions

#2: Gist statements are too long!

- At first, focus your feedback on the **accuracy** of the gist statements rather than the length.
- Let students start with longer gist statements and gradually work down to *around* 10 words.
- Consolidate proper nouns (Mrs. Luella Bates Washington Jones = Mrs. Jones)
- Avoid sentence starters (In this section...; This is about...)

(Refer to pg. 4 Strategy Guide)

Common Challenges and Solutions

#3: Students are repeating/copying from the passage

- This is common, so expect it! Provide students with feedback and help them paraphrase the information.
- Continue guiding students through the three steps for writing gist statements.
- Continue modeling how to put information into their own words.

(Refer to pg. 4 Strategy Guide)

Moving from Gist to Summary

- Enrichment strategy
- See p. 8-9 in Strategy Guide

Cue Card for Students (back of gist)

After reading the entire passage, write a brief summary by combining the gist statements you've already written into one paragraph that is three to four sentences long.

- Remember, your summary should include:
 - Only the most important main ideas from your gist list.
 - Ideas presented in a logical order.
 - Correct grammar and punctuation.

References

Boardman, A. G., Klingner, J. K., Buckley, P., Annamma, S., & Lasser, C. J. (2015). The efficacy of Collaborative Strategic Reading in middle school science and social studies classes. *Reading and Writing: An Interdisciplinary Journal*, 28(9), 1257 – 1283.

Fuchs, L., Fuchs, D., & Burish, P. (2000). Peer-Assisted Learning Strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

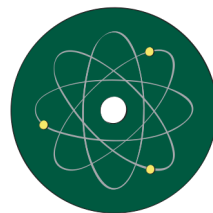
Flynn, L. J., Zheng, X., & Lee, S. H. (2012). Instructing struggling older readers: A selective meta-analysis of intervention research. *Learning Disabilities Research & Practice*, 27(1), 21-32.

Stevens, E. A., Park, S., & Vaughn, S. (2018). Summarizing and main idea interventions for upper elementary and secondary students: A meta-analysis of research from 1978 to 2016. *Remedial and Special Education*. Advance online publication: doi: 10.1177/0741932517749940

Vaughn, S., Klingner, J. K., Swanson, E. A., Boardman, A. G., Roberts, G., Mohammed, S. S., & Stillman-Spisak, S. J., (2011). Efficacy of Collaborative Strategic Reading with middle school students. *American Educational Research Journal*, 48(4), 938 – 964.

This practice is also included in The Middle School Matters Field Guide: Reading Throughout the Content Areas (see Principle 4, Practice 2).

Planning Time



Prepare Your Introductory Lesson

1. Identify a short text (5 paragraphs or sections) that is
 - at students' independent reading level, and
 - on a familiar or interesting topic.
2. Divide your text into sections or chunks.
3. Prepare a gist statement for each section or chunk using the 3-step strategy and Get the Gist Log.

When will I introduce the strategy?

- During the week of September 16-20



A calendar for September 2019. The title "September 2019" is written in a cursive font at the top. The calendar is a grid with 7 columns for the days of the week and 5 rows for the weeks. A large purple arrow points to the week starting on Sunday, September 15th, which includes the dates 15 through 21.

September 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Get the Gist Resources

Everything you need is located at:
greatmiddleschools.org/gist

NOTE: This is a hidden link and must be typed out



Discussion

- How did it go?
- Do you have additional thoughts or questions before your teach Get the Gist to your students?

Putting it All Together

Implementation Goals and Calendar

Gist Implementation Goal

All English language arts, social studies, and science teachers will use the Get the Gist strategy with students at least twice per week during the fall semester.

Proposed Timeline

Fall 2019 Get the Gist Implementation Timeline Hays CISD

Week	Project Activity	Support & Coaching	Friday Survey
Aug. 12 –16	Get the Gist Professional Development		
Aug. 15 - 16 Aug. 19 – 23	<ul style="list-style-type: none"> Obtain Student Assent and Parent Consent Forms 		
Aug. 26 – 30 Sept 2. – 6*	<ul style="list-style-type: none"> Administer Pre-test Assessments¹ (2-week window) 		
Sept. 9 – 13	Week 1: Strategy kick-off	Observe a model lesson by MSM and debrief	
Sept. 16 – 20	Week 2: Introduce & model Get the Gist		x
Sept. 23 – 27	Week 3: Provide guided practice with modeling	PLC #1 In-Person: Debrief, gist practice opportunities, goal setting	
Sept. 30 – Oct. 4	Week 4: Use Get the Gist at least twice		x
Oct. 7 – 11	Week 5: Use Get the Gist at least twice	PLC #2 with Zoom: Improving students' "step 2" of gist	





Practice Opportunities Guide





Gist Practice Opportunities

Simple Ways to Incorporate Get the Gist Into Common Instructional Activities

Get the Gist can be integrated into the instruction you already provide.

Choose an activity that best supports your learning objectives, fits the needs of your students, and can be completed in the time available.

Activity	Gist Practice Opportunities
Project 	<p>A. "During Project" Gists (5 minutes)</p> <ul style="list-style-type: none"> Students develop gists to go along with a project. <i>General example: During oral presentations, students summarize their project and sharing the gists they've written as they've worked on their projects.</i> Social studies example: Students write a gist describing Lewis and Clark's travel and accompanies a map of their exploration. <p>B. "Wrap-up Project" Gists (10-15 minutes)</p> <ul style="list-style-type: none"> Students write a gist describing what they learned from the project. Science example: After creating a model of the human respiratory system, students write gists—one about the components of the respiratory system and one about the respiratory system.
Science Lab 	<p>A. "Before a Lab" Gists (5 minutes)</p> <ul style="list-style-type: none"> Students write a gist that explains the purpose of the experiment. <p>B. "After a Lab" Gist (5-10 minutes)</p> <ul style="list-style-type: none"> Students use the gist strategy when drawing conclusions about the lab. Example: After a lab focused on chemical reactions, a student could write, "When dioxide is poured onto a flame, it pushes the air away, causing the flame to go out."
Homework 	<p>Students complete a reading assignment and generate one or two gists depending on the text. (Time will vary.)</p>
Anytime to Refocus Student Attention and/or Check Comprehension 	<p>A. Turn and Talk (5 minutes)</p> <ol style="list-style-type: none"> Students talk with a partner to go through the three steps to get the gist and write a gist. With the whole class, highlight one or two successful gists and correct any misconceptions. <p>B. Quick Write (5-10 minutes)</p> <ol style="list-style-type: none"> Students use the three-step gist strategy to write a gist independently. Students share their gist with a partner. Pairs share gists with the whole class. Highlight one or two model or exemplary gists and correct any misconceptions.

Activity	Gist Practice Opportunities	Be Sure To:
Text Reading 	<p>A. Gist for One Section of Text (5 minutes)</p> <ol style="list-style-type: none"> Choose the most important section of text. Students work in pairs to get the gist. <p>B. Gists for a Whole Passage (30 minutes)</p> <ol style="list-style-type: none"> Before the lesson, divide the text into sections. Students read and generate gists for each section using the gist log. Optional: Students use gist statements to summarize the text. 	<p>Briefly review the three Get the Gist steps and refer students to the gist cue card.</p>
Video 	<p>Video Gists (5 minutes)</p> <ul style="list-style-type: none"> Pause at regular intervals during the video and have students write a gist in their notes. Social studies example: After watching 3 minutes of a video about Vikings, students pause to get the gist. A student could write, "Archeologists discovered artifacts that proved the Vikings were a complex civilization." 	<p>Vary grouping structures as appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-modeled whole class <input type="checkbox"/> Pairs <input type="checkbox"/> Independent work
Lecture PowerPoint Notetaking 	<p>Note-Taking Gists (5 minutes)</p> <ul style="list-style-type: none"> Pause at regular intervals during the presentation and have students write a gist in their notes. ELA example: During a PowerPoint about the life of Mark Twain, students pause and write a gist about the writing Mark Twain completed in his 40s (slides 19-23). A student could write, "In his 40s, Twain wrote books based on his life growing up in Mississippi." 	<p>Have students share their gists and monitor students as they work.</p>
Exit Ticket and Review 	<p>A. First Lesson: Exit Ticket Gists (5 minutes)</p> <ol style="list-style-type: none"> Students write the gist of the day's lesson as an exit ticket. Review students' exit tickets and select two or three to share. <p>B. Next Lesson: Review/Retrieval Practice with Gists (5-10 minutes)</p> <ol style="list-style-type: none"> Activate background knowledge by reviewing students' gist exit tickets from the previous lesson. Optional: Model how to write a generate a brief summary using gists. 	<p>Provide frequent feedback.</p>

What does it mean to be a participant at an Immediate PD campus?

All participating teachers:

- Complete a teacher information form (today)
- Sign a consent form (today)
- Implement the strategies in their classroom this year
- Complete a biweekly 1-min email survey
- Receive a stipend (Fall and Spring)

Designated teachers will also:

- Collect student assents (August)
- Collect parent consents (August)
- Administer assessments (August, December, May)
- Receive an additional stipend for these tasks (Fall and Spring)

Did someone say stipends?



- All participating teachers will receive **\$300** (\$150/semester) for
 - completing the teacher information form and surveys
 - implementing the strategies in their classes
- Designated content area teachers will receive an additional **\$200** (\$100/semester) for
 - Collecting student assents
 - Collecting parent consents
 - Organizing the paperwork and submitting to the campus coordinator
 - Administering assessments at 3 time points (August, December, May)

Fall and Spring Teacher Practices Surveys

- You will complete a survey twice
 - Online link through email
 - December and April
 - Link will be sent via email
- Sample instructions:
 - "Please take a few moments to answer the following survey about reading practices in the content areas. The survey should take less than 5 minutes. All answers are confidential."

Biweekly "Dosage" Surveys

- Emailed to you
- One question only: "Counting today, how many times did you use the gist strategy in the last 2 weeks?"
- Approx. 1 minute to complete

Counting today, please CLICK BELOW to indicate the TOTAL number of times your students used Question Writing during the past 2 weeks combined (January 22 - February 1).

How many TOTAL times did you use the Question Writing strategy with your class during the past TWO WEEKS (Jan 22 - Feb 1)?

0
1
2
3
4
5
6
7
8
9
10

Middle School Matters Coaching Team

Veronica Miller

- Lead MSM Coach
- in-person support and modeling



Diane Stegall

- MSM Coach
- off-site (Zoom) coaching



Middle School Matters Support Team

Sarah Fishstrom

- Research assistant
 - paperwork, stipends, surveys, etc.



Lisa McCulley

- PD Facilitator



Final Thoughts

- We appreciate the opportunity to collaborate with you.
- You are helping us figure out the best way to teach this strategy in the real world!

Next Steps

1. Prepare your introductory lessons to Get the Gist and summarization.
2. Plan to deliver this lesson (and any follow-up modeling/think alouds) during the week of September 16.
3. Look ahead to important texts your classes will read and select ONE PER WEEK to use with the Get the Gist strategy.

Get the Gist Resources

Everything you need is located at:
greatmiddleschools.org/gist

NOTE: This is a hidden link and must be typed out



e.g., PPT Template for Intro Lesson

How to Use These Slides

- These slides are offered to teachers as a way to introduce students to the strategies:
 - **Get the Gist strategy** (slides 2 – 11)
 - **Gist to Summary** (slides 12 – 17)
- Teachers: Feel free to add, edit, or rearrange these slides! They are offered as a “starting point” for your instruction.
- We will be asking your feedback on the use of these slides at the end of the fall semester so we can improve them for other teachers.

How to Get the Gist in English/Language Arts



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