

Strategies to Increase Content-Area Literacy Achievement in Co-Taught Middle School Classrooms

Council for Exceptional Children
Annual Conference Indianapolis, IN
January 31, 2019

Gist Pointers

1 Identify **who** or **what** the section is mostly about.

Who or what is
mentioned frequently?

Count pronouns!

Are any words or phrases
emphasized?

bolded, *italicized*, underlined,
highlighted, large font, **different color**

Do the **text features**
give me clues?

headings, pictures with captions,
graphs, charts, tables, maps

2 Identify the most important information about the **who** or **what**.

Are any ideas
repeated?

Are any phrases or sentences
emphasized?

bolded, *italicized*, underlined,
highlighted, large font, **different color**

Do the **text features**
give me clues?

headings, pictures with captions,
graphs, charts, tables, maps

3 Develop a Gist Statement that is **about 10** words.

Is the Gist Statement
paraphrased?
written in your own words &
not copied from the text

Is the Gist Statement
about 10 words?
between 8 and 13 words

Is the Gist Statement written
in **one complete sentence?**
one complete statement with
capitalization at the beginning and
punctuation at the end

Gist Log

Name: _____ Date: _____

Gist Steps

1. Identify **who** or **what** the section is mostly about.
2. Identify the most important information about the who or what.
3. Develop a Gist Statement that is **about** 10 words.

Gist Rubric

1. Does my Gist Statement identify who/what the passage was about?
2. Does my Gist Statement identify *only* the most important information about the who/what?
3. Is my Gist Statement paraphrased, about 10 words, and written in one complete sentence?

Purpose Question

How do people study human migration and what have scientists hypothesized?

Section 1

Who/What	Most Important Information		
	•		
Gist Statement			Score
			1 2 3

Section 2

Who/What	Most Important Information		
	•		
Gist Statement			Score
			1 2 3

Section 3					
Who/What	Most Important Information				
	<ul style="list-style-type: none">				
Gist Statement			Score		
			1	2	3

Section 4					
Who/What	Most Important Information				
	<ul style="list-style-type: none">				
Gist Statement			Score		
			1	2	3

Section 5					
Who/What	Most Important Information				
	<ul style="list-style-type: none">				
Gist Statement			Score		
			1	2	3

Text Summary			

CALI Text Samples

Text Sample 1

Get the Gist

How does erosion happen?

By National Geographic, adapted by Newsela staff on 10.03.17, text section presented for demonstration

Word Count 682

Level 830L



These rock formations, in Bryce Canyon National Park, Utah, are called hoodoos. Although the soft sandstone was carved away by the erosion of wind, water and ice, tall hoodoos stand as the result of sturdy limestone caps protecting the sandstone underneath. Photo by: Luca Galuzzi - www.galuzzi.it from Wikipedia.

Erosion occurs when the Earth wears away. It can be caused by water, wind or ice. A similar process is called weathering. It breaks down or weakens rock, or turns it into tiny fragments. No rock is hard enough to resist it. Weathering and erosion shaped the peaks of the Himalaya mountains in Asia and the rock towers of Bryce Canyon in Utah.

Erosion moves bits of rock or soil from one place to another. Most erosion is caused by water, wind, or ice usually in the form of a glacier. If water is muddy, it is a sign that erosion is taking place. It means that bits of rock and soil are floating in the water. This material is called sediment.

When wind or water slows down or ice melts, sediment is left behind in a new place. As sediment builds up, it creates fertile land.

Erosion by Water

Moving water is the major cause of erosion. Rain carries away bits of soil and washes away pieces of rock. Rushing streams and rivers wear away their banks, and create larger valleys. Over 5 million years, the Colorado River cut deep into the land, eventually forming the Grand Canyon. The Grand Canyon is more than 1 mile deep and as much as 18 miles wide.

Erosion by water changes the shape of coastlines. Waves crash against shores. They pound rocks into pebbles and turn the pebbles to sand. Water sometimes washes sand away from beaches. This moves the coastline farther inland.

The ocean waves also erode seaside cliffs. They sometimes bore holes that form caves.

Text Sample 2

Get the Gist in Action

Chickens Tell Tale of Human Migration Across Pacific

By Alan Cooper and Vicki Thomson, The Conversation, adapted by Newsela staff, text segment for demonstration

If you visit Hawaii, you will probably run into a chicken. They are everywhere. But these birds are wild, unlike the chickens found in farmyards and garden coops. Chickens are not native to the Hawaiian Islands, though. How did they get there?

Why did the chicken cross the Pacific?

Ancient chicken bones can help us find out. We found that chickens were brought to Hawaii by canoe as part of the early human migration across the Pacific Ocean.

The spread of human beings across the Pacific was not easy. It started in Southeast Asia, probably in Taiwan, the Philippines or Indonesia. Humans then moved across the huge ocean, as far as Easter Island. It was one of the greatest acts of ocean travel in human history.

Although it is one of the more recent major human migrations, we do not know very much about it. For example, we do not know if these voyagers reached South America.

The first stage in this migration was the establishment of Western Polynesia. It took place about 3,100 to 3,250 years ago. Polynesia includes the islands of Vanuatu, Fiji, Tonga and Samoa. Hawaii is also part of Polynesia. The colonies were established by the Lapita, generally thought to be the ancestors of the Polynesian peoples.

Text Sample 3

Sentence-Level Gist

Underground Railroad

Written by ReadWorks.org, text segment for demonstration

The Underground Railroad was not a railroad. It wasn't underground either. But it did help show thousands of black men and women the way from the slavery of the south to freedom in the north.

Before the Civil War, it was illegal to help slaves escape because slaves were considered property. However, many people thought slavery was morally wrong. They were willing to put themselves at risk to help slaves escape. The Underground Railroad was the system of men and women who hid slaves in their homes and on their farms as they made their journey to freedom. The stops along the way were called "stations," just like the stations on a railroad train. Each house told the fugitives where they would find the next friendly house. The railroad was so secret that each station along the way knew only about the house before it and the house after it. That way no one could tell on the entire system and find out the whole route of the Underground Railroad.

Gist Log

Name: _____ Date: _____

Gist Steps

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Purpose Question

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Section 1

Who/What	Most Important Information									
	•									
Gist Statement										
	<table border="1" style="width: 100%;"> <tr> <th colspan="3">Score</th> </tr> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Score			1	2	3			
Score										
1	2	3								

Section 2

Who/What	Most Important Information									
	•									
Gist Statement										
	<table border="1" style="width: 100%;"> <tr> <th colspan="3">Score</th> </tr> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Score			1	2	3			
Score										
1	2	3								

Section 3					
Who/What	Most Important Information				
	<ul style="list-style-type: none">				
Gist Statement			Score		
			1	2	3

Section 4					
Who/What	Most Important Information				
	<ul style="list-style-type: none">				
Gist Statement			Score		
			1	2	3

Section 5					
Who/What	Most Important Information				
	<ul style="list-style-type: none">				
Gist Statement			Score		
			1	2	3

Text Summary			

Sentence-Level Gist Log



Name: _____

Date: _____

Purpose Question

Section 1		
Sentence	Who/What	Most Important Information
1		
2		
3		
4		
5		
6		
7		
8		
Gist Statement		

Section 2		
Sentence	Who/What	Most Important Information
1		
2		
3		
4		
5		
6		
7		
8		
Gist Statement		

Section 3		
Sentence	Who/What	Most Important Information
1		
2		
3		
4		
5		
6		
7		
8		
Gist Statement		

Section 4		
Sentence	Who/What	Most Important Information
1		
2		
3		
4		
5		
6		
7		
8		
Gist Statement		

Text Summary

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Project CALI

- Part 1 – Rationale
- Part 2 – CALI Framework
- Part 3 – Coaching Overview
- Part 4 – Get the Gist
- Part 5 – Sentence-Level Gist



This research project is supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A1501.81

Part 1: Rationale

- Meet the research team
- Understand the rationale behind Project CALI
- Understand the structure of the Project CALI research study



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Project CALI Team

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Devin Kearns, Ph.D.
Co-Principal Investigator
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What Challenges Does CALL Address?

middle
school
literacy

24 % of all eighth graders scored below basic on the 2018 National Assessment of Educational Progress reading achievement test

61% of eighth-grade SWD performed below basic on the NAEP; Many students experience difficulty comprehending and acquiring content knowledge from texts

(Vaughn et al., 2013)

SWDs

inclusion

60% of SWDs spend 80% or more of their day in the general education setting; Few content area teachers are prepared to integrate EB literacy strategies into instruction

(Newman, 2006; U.S. Dept of Ed, 2011)

We lack of evidence supporting this model as a service delivery model that can improve student outcomes

(Murawski & Swanson, 2001)

co-taught
classes



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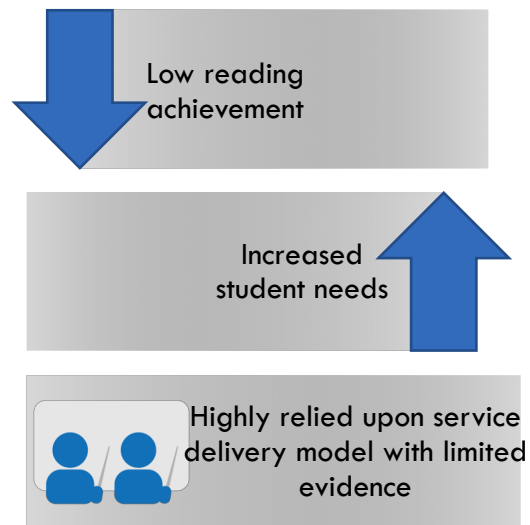


Quick Discussion

Make a Connection

Do you work with any struggling readers? Discuss the challenges they face.

How does your school provide services for these students?



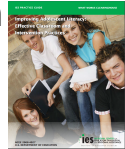
This research project is supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A1501.81

What Literacy Practices Should We See?

Practices supported by data from available research studies of literacy instruction

1. Provide explicit vocabulary instruction
2. Provide explicit instruction in reading strategies and
3. Provide intensive interventions for struggling readers and
4. Increase student motivation and engagement in literacy learning (Swanson et al., 2015; Wexler et al., 2015)
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

Evidence suggests these practices are only minimally occurring

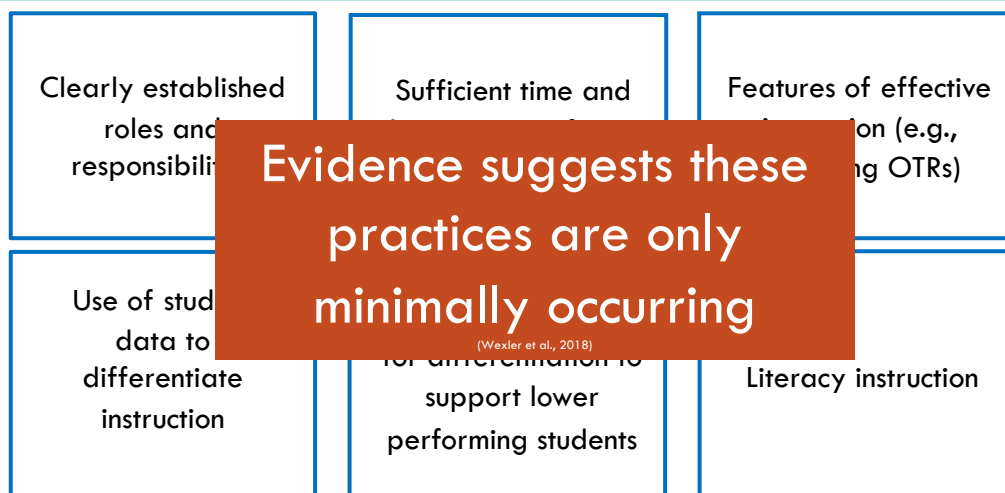


IES (Institute of Education Sciences) is the research arm for the U.S. Department of Education

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Kamil et al. (2008)

What Co-Teaching Practices Should We See?



Evidence suggests these practices are only minimally occurring

(Wexler et al., 2018)



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Lemons et al., 2018

So, What are the Goals of Project CALI?

Content-Area Evidence-based Literacy Practices

Can we help teachers
use these more to
increase student
achievement?

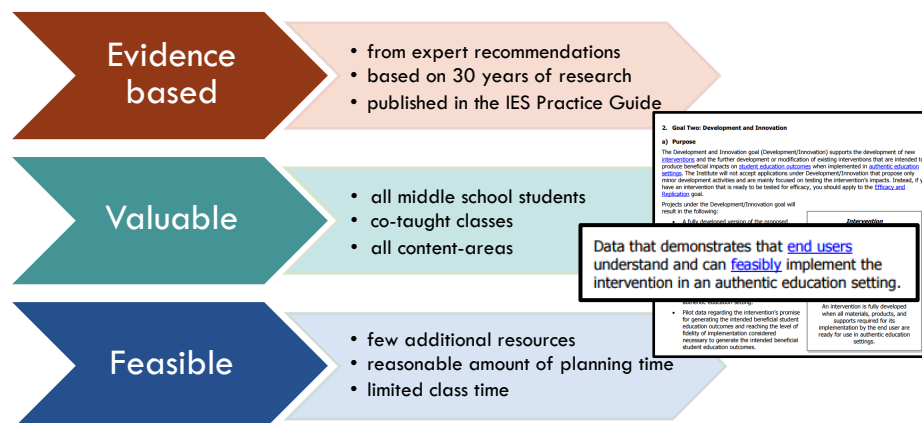
Co-teaching

Can we help teachers
make it work better to
increase student
achievement?



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What Makes CALI Practices Different?



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CALI Years 1-3

<p>Year 1 Observe</p> <p>What is happening in middle school co-taught content area classes?</p>	<p>Year 2 Develop</p> <p>What can we do to improve literacy instruction in middle school co-taught content area classes?</p>	<p>Year 3 Test</p> <p>Is Project CALI effective in improving student literacy outcomes in middle school co-taught content area classes?</p>
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Early Findings from Year 3

- CALI teachers **significantly improved their knowledge** on a researcher-developed proximal measure (i.e., main idea generation).
- CALI teachers' own **ratings of their effectiveness** and their **ratings of their co-teachers' effectiveness** significantly improved.
- Observations revealed **greater change** across three observations in implementation of **higher value co-teaching practices** (e.g., team-teaching) and appeared to show more use of those practices at observation 3 (although not significantly).
- **Students with and without disabilities** in CALI classes **significantly improved** their ability to generate main ideas from text.



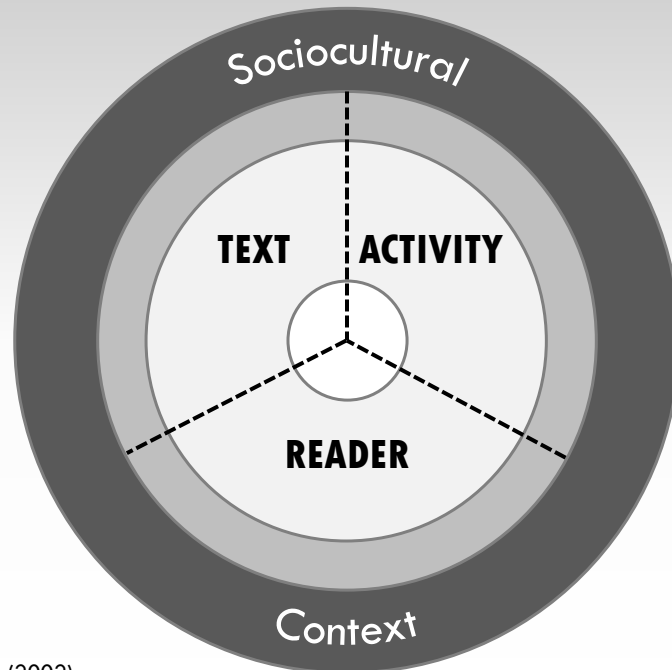
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Part 2: CALI Framework

- Understand the underlying CALI framework
- Describe the essential components of each part of the CALI framework



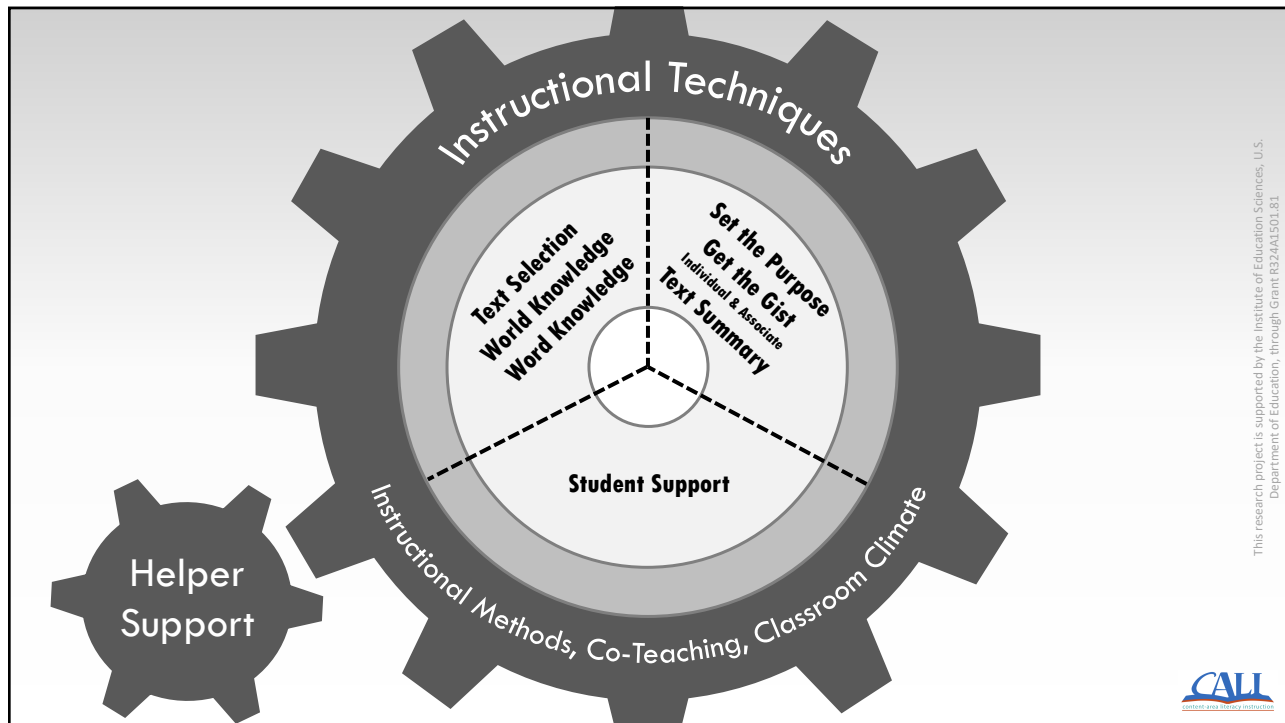
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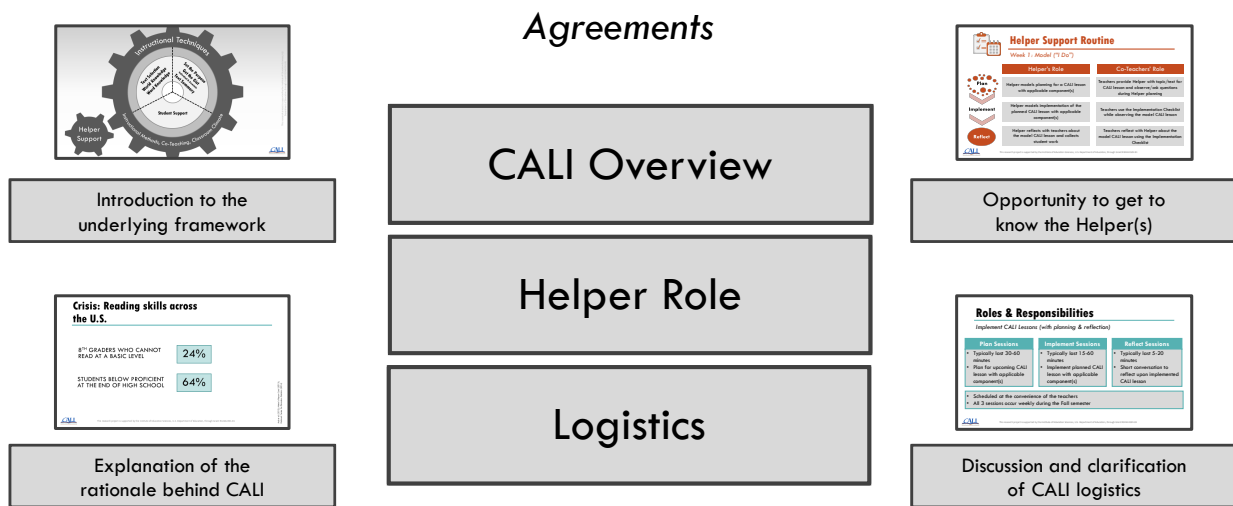
RAND Reading Study Group (2002)



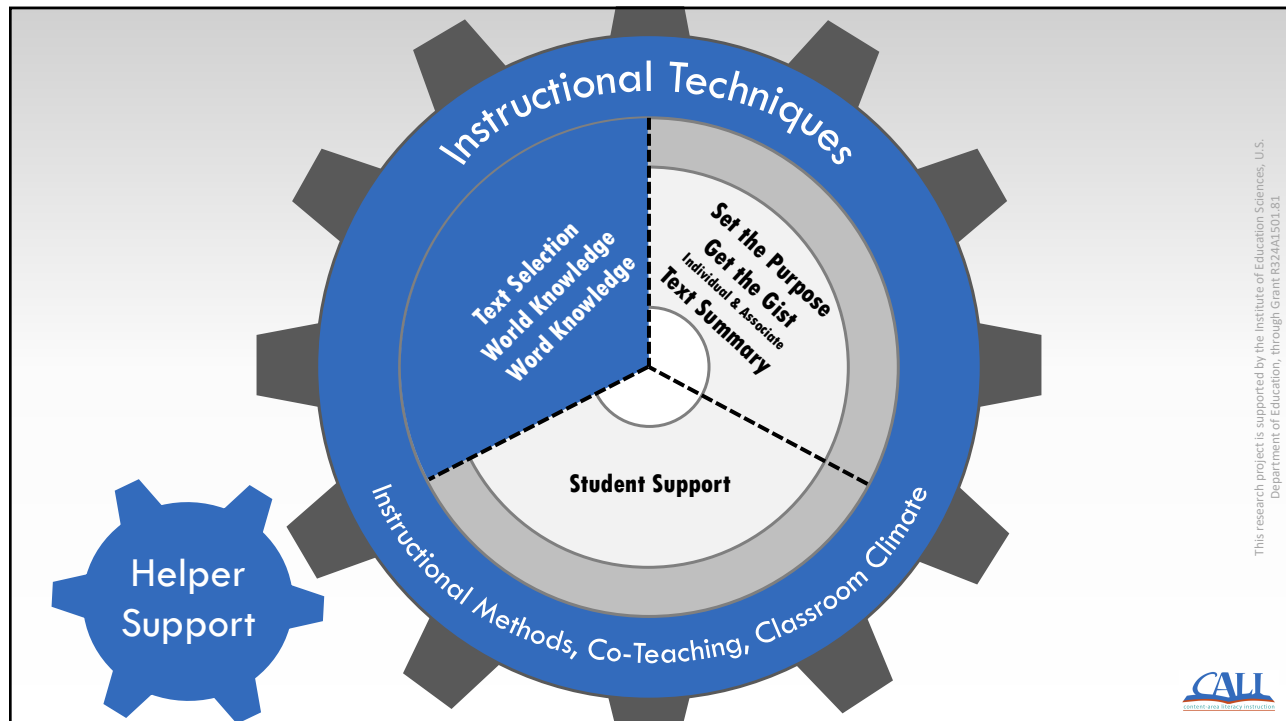
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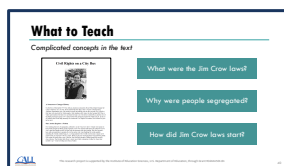
What's included in PD A?



This research project is supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A1501.81



What's included in PD B?



Focus on critical concepts



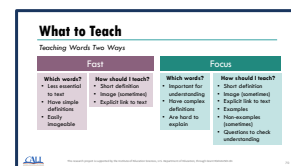
User-friendly teaching strategies

Books & Background

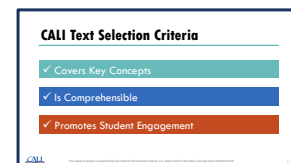
Text Selection

World Knowledge

Word Knowledge



Tips for selecting key vocabulary



Strategies for selecting appropriate texts



Why is text selection important?

In Middle School

CALI Solution

Secondary text is
more difficult

CALI texts are
accessible to students

Students don't always get
needed direct instruction

CALI provides teachers
with a structure
for teaching explicitly



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CALI Text Selection Criteria

✓ Covers Key Concepts

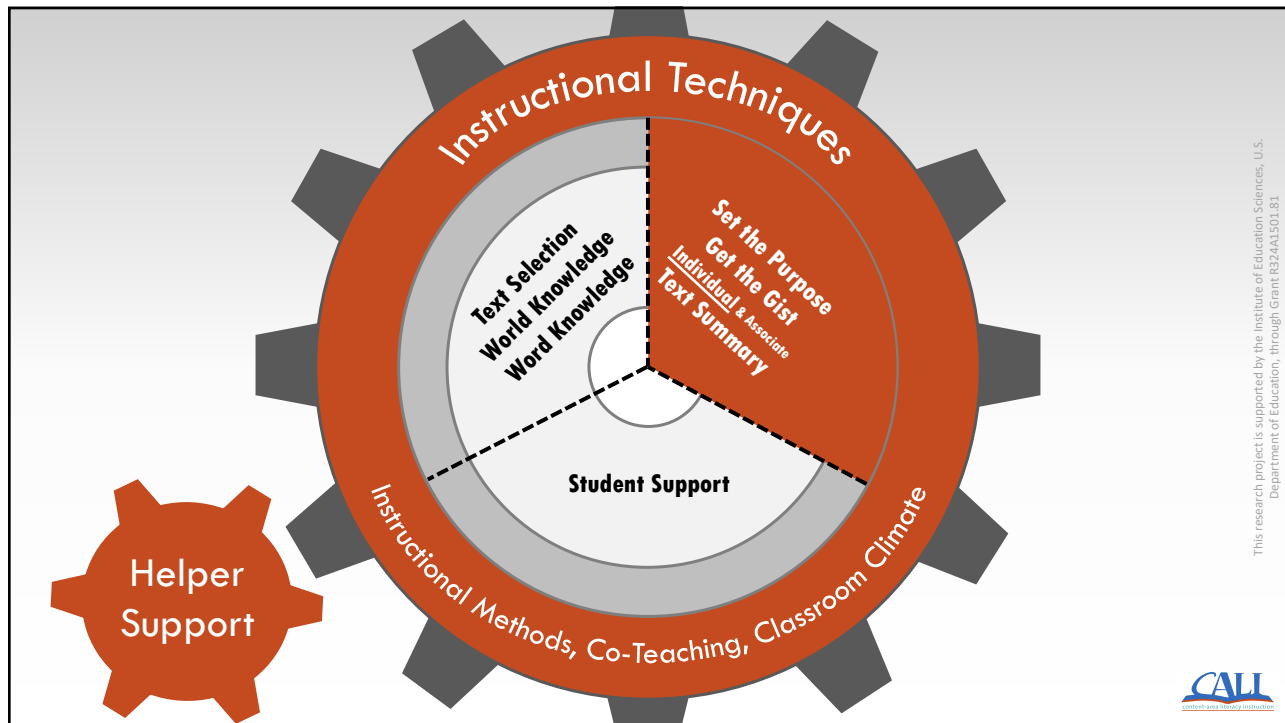
✓ Is Comprehensible

✓ Promotes Student Engagement

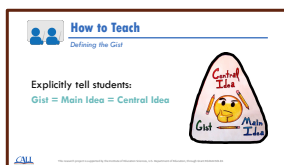


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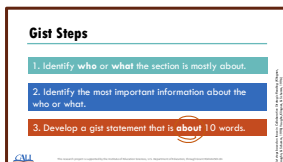
20



What's included in PD C?



Focus on critical reading strategy



Simple reusable reading comprehension procedure

Comprehension with Purpose & Gist

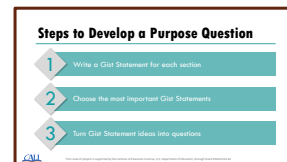
Set the Purpose

Individual Gist

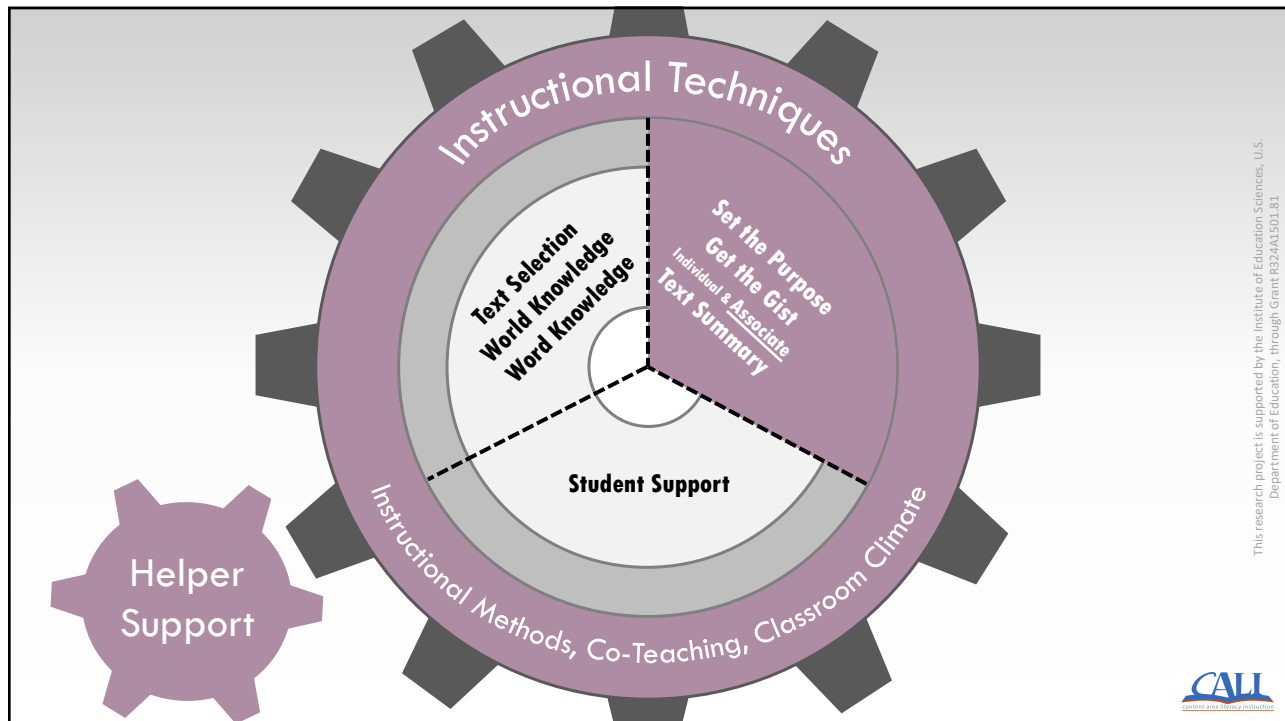
Text Summary



Already-prepared teacher lessons



Guidelines for developing a purpose for reading



What's included in PD D?

Creating Associate Pairs

1. Rank students
2. Divide class at the median point
3. Match top high performing student (1) with top low performing student (5)
4. Adjust pairings based on compatibility, etc.
5. Limit great discrepancies between two students

CALL

Focus on peer-mediated instruction

Leading Associate Card

Read the section aloud. I can help with difficult words if you need it.

Follow the Gist Steps.

1. Who or what is the section mostly about?
2. What is the most important information about the who or what?
3. Let's each write a Gist Statement that is about 10 words.

Read your Gist Statement. Then I'll read mine.

Let's work together to write the Joint Gist Statement.

For the next section, you'll be the Leading Associate.

CALL

Simple reusable partner procedure

Discussion of Gist with Associates

Associate Gist

Check-In

Workbook Activity

SS.1: Reflect on Instructional Methods

Reflect

- Which instructional methods have been effective?
- Which instructional methods haven't been effective?
- Which instructional methods haven't you used?

Create an Action Plan.

CALL

Already-prepared teacher lessons

Workbook Activity

SS.1: Reflect on Instructional Methods

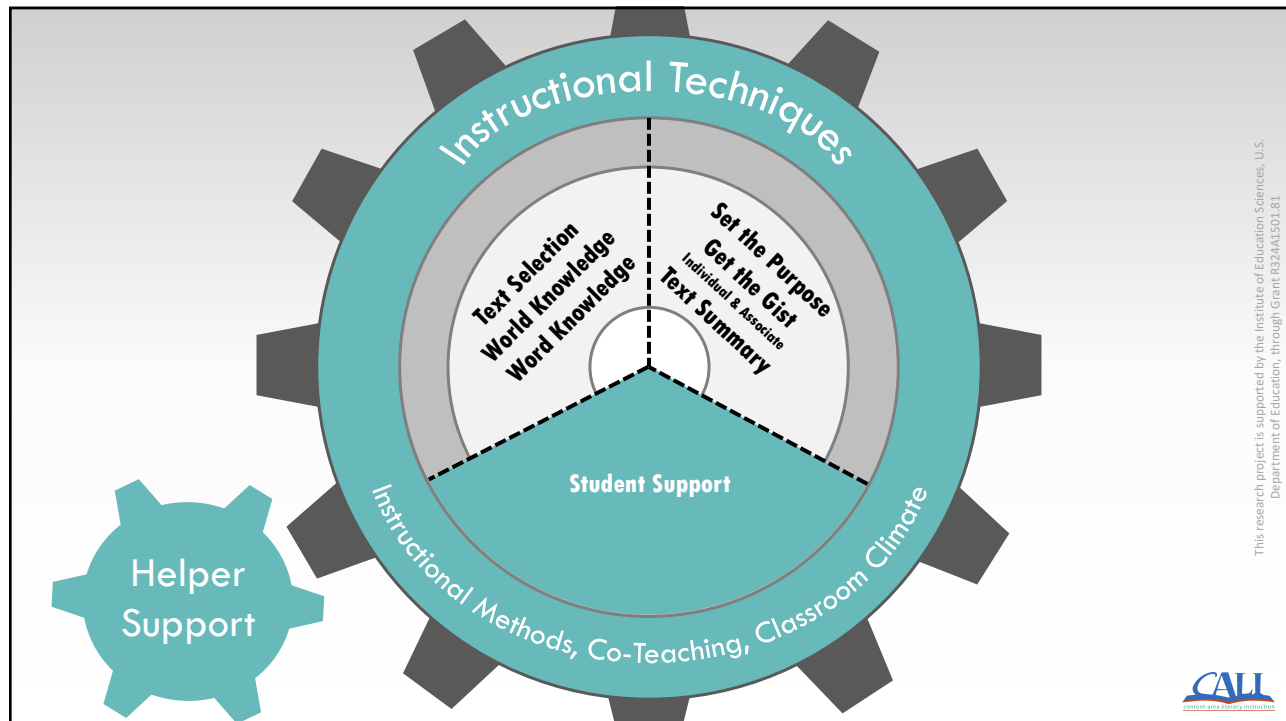
Reflect

- Which instructional methods have been effective?
- Which instructional methods haven't been effective?
- Which instructional methods haven't you used?

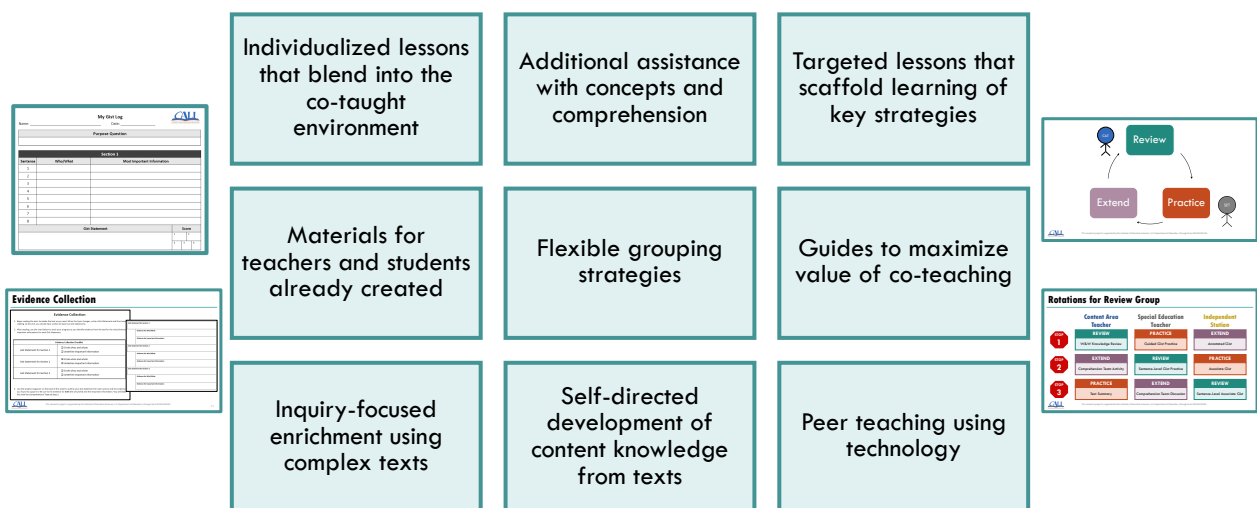
Create an Action Plan.

CALL

Opportunities to reflect upon use of instructional techniques



What's included in PD E?



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Evidence-Based PD

- Expert-delivered videos
- Interactive activities
- Formative assessments
- Videos of CALL in action
- Printable student materials
- Fillable lesson templates

The collage includes several items:

- A yellow sticky note titled "Gist: What is it?" with the CALL logo.
- A "Workbook Activity" titled "ES 2- Practice Getting the Gist" with instructions for pages 1 and 4 of "The Gist".
- A "Check for Understanding – Part 1" checklist with steps:
 - Open Socrative.com
 - Click Student Login button
 -
 -
- A "Watch Getting the Gist in Action!" video thumbnail showing a classroom scene.
- A "Review Group" worksheet with a "Word Knowledge Toolbox" section for synonyms and a table for recording work with the teacher.
- A worksheet titled "INSERT FOCUS WORD (CONTINUED)" with a section for "Insert example or non-example" and icons for different media types.



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Part 3: Coaching Overview

- Understand the role of the Helper
- Describe the Helper Support routine and the Plan, Implement, Reflect sequence



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What is the Helper?

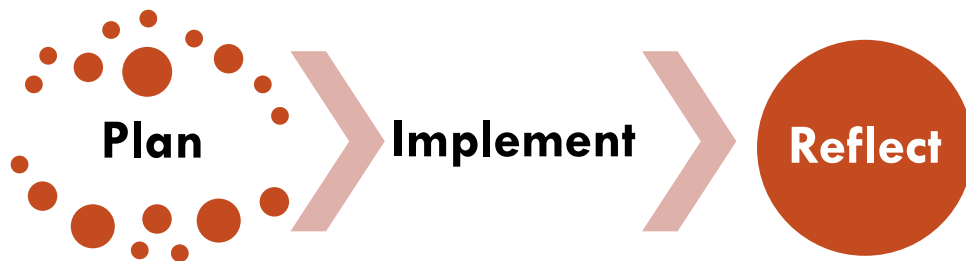
The Helper is an **instructional coach** who **provides PD** and **support** for co-teachers while **planning** for, **implementing**, and **reflecting** upon the CALI components.



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Plan, Implement, Reflect (PIR)



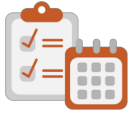
Support for CALI
lesson planning

Modeling, supporting,
and observing CALI
lessons

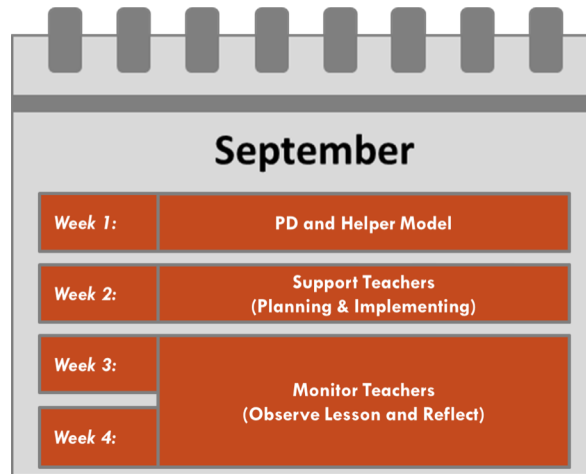
Reflecting together to
enhance CALI lesson
implementation



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Monthly Timeline



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Part 4: Get the Gist

- Define the Gist
- Understand the steps for Getting the Gist
- Use the Gist Rubric for evaluation and guidance



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Why is Getting the Gist important?

In Middle School

As text complexity increases, students are asked to find the main idea in all content area classes and on standardized tests

Analysis and synthesis of text ideas depend on a firm grasp of the main idea

CALI Solution

CALI gives students a routine that is transferable to any content area/text



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Defining the Gist

Explicitly tell students:

Gist = Main Idea = Central Idea



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Student Materials

Text

CALI TEXT

Section 1

In the 1800s, the Rocky Mountain West area of the USA that now includes Yellowstone National Park was heavily populated with grizzly bears. However, they were considered nuisance predators who killed livestock and hunters were actively hunted down. By the time the National Park was established in 1872, the number of grizzly bears had diminished substantially, a trend that continued thanks to a government predator control program that ensued that by 1924, there were none left.

Nobody raised them until 1929, when environmentalists began noticing that the park's ecosystem was starting to change. Once heavily populated with cottonwood and aspen, it had begun to appear dry and barren. Turns out that without the bears to control them, the elk population in the park had not only ballooned in numbers, but also became fearless. This meant that they consumed everything in sight, including the all-important willows that grew close to the streams.

Section 2

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Gist Log

Gist Log

Name: _____ Date: _____

Gist Steps

1. Identify who or what the section is mostly about.
2. Identify the most important information about the who or what.
3. Develop a Gist Statement that is about 10 words.

Gist Rubric

1. Does my Gist Statement identify who/what the passage was about?
2. Does my Gist Statement identify only the most important information about the who/what?
3. Is my Gist Statement paraphrased, about 10 words, and written in one complete sentence?

Purpose Question

Section 1

Who/What	Most Important Information

Gist Statement: _____ Score: _____

Section 2

Who/What	Most Important Information

Gist Statement: _____ Score: _____

Section 3

Who/What	Most Important Information

Gist Statement: _____ Score: _____

Gist Pointers

Gist Pointers

1 Identify who or what the section is mostly about.

Who or what is mentioned frequently ? Count pronouns!	Are any words or phrases emphasized ? <i>bolded, italicized, underlined, highlighted, large font, different color</i>	Do the text features give me clues? headings, pictures with captions, graphs, charts, tables, maps
---	---	--

2 Identify the most important information about the who or what.

Are any ideas repeated ?	Are any phrases or sentences emphasized ? <i>bolded, italicized, underlined, highlighted, large font, different color</i>	Do the text features give me clues? headings, pictures with captions, graphs, charts, tables, maps
---------------------------------	---	--

3 Develop a Gist Statement that is about 10 words.

Is the Gist Statement paraphrased ? written in your own words & not copied from the text	Is the Gist Statement about 10 words ? between 8 and 13 words	Is the Gist Statement written in one complete sentence ? one complete statement with capitalization at the beginning and punctuation at the end
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Gist Steps

1. Identify **who** or **what** the section is mostly about.

2. Identify the most important information about the **who** or **what**.

3. Develop a gist statement that is **about 10 words**.



This research project is supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A1501.81

Gist steps based on those in Collaborative Strategic Reading (Klingner, Vaughn, & Schumm, 1998; Vaughn, Klingner, & Schumm, 1996)

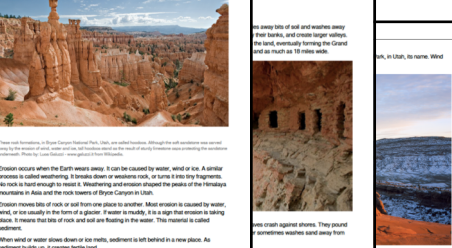
Context for Text Example

“How does erosion happen?”

NEWS.ELA

How does erosion happen?

By National Geographic, reprinted by News.ELA staff on 11/25/17
Word Count: 582
Level: 5/6/7



These vast formations in Bryce Canyon National Park, Utah, are called hoodoos. Although the soft sandstone was carved away by the removal of soil and water, the soft sandstone is the result of slowly building up over millions of years.

Photo by Lisa Schatz - reimagined from Wikimedia Commons

Erosion occurs when the Earth wears away. It can be caused by water, wind or ice. A similar process is called weathering. It breaks down or weakens rock, or turns it into tiny fragments. No rock is hard enough to resist it. Weathering and erosion shaped the peaks of the Himalayas in Asia and the rock towers of Bryce Canyon in Utah.

Erosion moves bits of rock or soil from one place to another. Most erosion is caused by water, wind, or ice usually in the form of a glacier. Erosion is usually, it is a sign that erosion is taking place. It means that bits of rock and soil are floating in the water. This material is called sediment.

When wind or water slows down or ice melts, sediment is left behind in a new place. As sediment builds up, it creates fertile land.

Wind also erodes land. It carries dust, sand, and volcanic ash from one place to another. Wind can sometimes blow sand to create dunes in the desert. Some sand dunes in the Badland desert area of the Gobi Desert in China reach more than 1,300 feet high.

Glaciers move slowly down hills and into the sea. They can carve out deep valleys and leave behind parts of the North American and European landscapes. They formed the bottom of what are now the Finger Lakes in New York.

Context Class Information	Grade	6
	Content Area	Social Studies (Geography)
	Unit	Global Interconnections: Environmental Changes
	Standard	CT Social Studies Framework GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
	Class Composition	25 Total Students 4 Students with IEPs (2 – LD, 2 – EBD)
Text Information	Reading Levels	550 – 1100L
	Lexile Level	830L
	Source	NewsELA
	Topic	Erosion



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Gist Pointers

Gist Step 1: Identify who or what the section is mostly about

Who or what is
mentioned frequently?

Are any
words or phrases
emphasized?

bolded, *italicized*, underlined,
highlighted, large font, *different color*

Do the **text features**
give me clues?

headings, pictures with captions,
graphs, charts, tables, maps



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Gist Step 1 with Section 1

These rock formations, in Bryce Canyon National Park, Utah, are called hoodoos. Although the soft sandstone was carved away by the erosion of wind, water and ice, tall hoodoos stand as the result of sturdy limestone caps protecting the sandstone underneath.

Erosion occurs when the Earth wears away. It can be caused by water, wind or ice. A similar process is called weathering. It breaks down or weakens rock, or turns it into tiny fragments. No rock is hard enough to resist it. Weathering and erosion shaped the peaks of the Himalaya mountains in Asia and the rock towers of Bryce Canyon in Utah.

Erosion moves bits of rock or soil from one place to another. Most erosion is caused by water, wind, or ice usually in the form of a glacier. If water is muddy, it is a sign that erosion is taking place. It means that bits of rock and soil are floating in the water. This material is called sediment.

When wind or water slows down or ice melts, sediment is left behind in a new place. As sediment builds up, it creates fertile land.

Who or what is mentioned frequently?

Are any words or phrases emphasized?

Do the text features give me clues?



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Gist Step 1 on Gist Log

Section 1			
Who/What	Most Important Information		
erosion			
Gist Statement		Score	
		1	2 3



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Gist Step 2

Identify the most important information
about the who or what



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Gist Pointers

Gist Step 2: Identify the most important information about the who or what

Are any ideas
repeated?

Are any phrases
or sentences
emphasized?

bolded, *italicized*, underlined,
highlighted, large font, *different color*

Do the **text features**
give me clues?

headings, pictures with captions,
graphs, charts, tables, maps



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Gist Step 2 with Section 1

These rock formations, in Bryce Canyon National Park, Utah, are called hoodoos. Although the soft sandstone was carved away by the erosion of wind, water and ice, tall hoodoos stand as the result of sturdy limestone caps protecting the sandstone underneath.

Erosion occurs when the Earth wears away. It can be caused by water, wind or ice. A similar process is called weathering. It breaks down or weakens rock, or turns it into tiny fragments. No rock is hard enough to resist it. Weathering and erosion shaped the peaks of the Himalaya mountains in Asia and the rock towers of Bryce Canyon in Utah.

Erosion moves bits of rock or soil from one place to another. Most erosion is caused by water, wind, or ice usually in the form of a glacier. If water is muddy, it is a sign that erosion is taking place. It means that bits of rock and soil are floating in the water. This material is called sediment.

When wind or water slows down or ice melts, sediment is left behind in a new place. As sediment builds up, it creates fertile land.



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Are any ideas repeated?

Are any phrases or sentences emphasized?

Do the **text features** give me clues?

Gist Step 2 on Gist Log

Section 1			
Who/What	Most Important Information		
erosion	<ul style="list-style-type: none"> cause = water, wind, ice changes land weathering = breaking down rock 		
Gist Statement		Score	
		1	2 3



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Gist Step 3

Develop a Gist Statement
that is about 10 words



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Gist Pointers

Gist Step 3: Develop a Gist Statement that is about 10 words

Is the Gist Statement
paraphrased?

written in your own words &
not copied from the text

Is the Gist Statement
about 10 words?

between 8 and 13 words

Is the Gist Statement
written in **one complete
sentence?**

one complete statement with capitalization
at the beginning and punctuation at the end



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Gist Step 3 with Section 1

Gist Step 3: Develop a Gist Statement that is about 10 words

Section 1			
Who/What	Most Important Information		
erosion	<ul style="list-style-type: none"> • cause = water, wind, ice • changes land • weathering = breaking down rock 		
Gist Statement		Score	
		1	2
			3



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Gist Step 3 on Gist Log

Section 1			
Who/What	Most Important Information		
erosion	<ul style="list-style-type: none"> • cause = water, wind, ice • changes land • weathering = breaking down rock 		
Gist Statement		Score	
Erosion is caused by water, wind, or ice, and changes the land.		1	2
			3



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Gist Rubric

If #1 and #2 are zeros, stop scoring.

Gist Rubric

1. Does my Gist Statement identify who/what the passage was about?
2. Does my Gist Statement identify *only* the most important information about the who/what?
3. Is my Gist Statement paraphrased, about 10 words, and written in one complete sentence?



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Wexler, Reed, Mitchell, Doyle, & Clancy, 2015

Using the Gist Rubric to Score

If #1 and #2 are zeros, stop scoring.

Gist Rubric

1. Does my Gist Statement identify who/what the passage was about?
2. Does my Gist Statement identify *only* the most important information about the who/what?
3. Is my Gist Statement paraphrased, about 10 words, and written in one complete sentence?

Gist Statement	Score		
Erosion is caused by water, wind, or ice, and changes how land looks.	1 	2 	3



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Wexler, Reed, Mitchell, Doyle, & Clancy, 2015



Getting the Gist in Action

Click to Play



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Quick Discussion

Make a Connection

Can you integrate this practice into your classroom?

Turn and talk with the person next to you about how you could use this practice in your class.



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Part 5: Sentence- Level Gist

- Learn ways to differentiate support for students
- Describe the necessary materials
- Explicitly model the strategy and support students



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Sentence-Level Gist

Gist Steps

1. Identify **who** or **what** the section is mostly about.
2. Identify the most important information about the who or what.
3. Develop a Gist Statement that is **about** 10 words.

Sentence-Level Gist Steps

1. Identify who or what **each sentence** is mostly about. Think about pronouns!
2. Select **2 important words** from each sentence.
3. **Combine** the who/what and the important words to write a Gist Statement.



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Sentence-Level Gist Log

Section 1		
Sentence	Who/What	Most Important Information
1		
2		
3		
4		
5		
6		
7		
8		
Gist Statement		



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Text

The Underground Railroad was not a railroad. It wasn't underground either. But it did help show thousands of black men and women the way from the slavery of the south to freedom in the north.

Before the Civil War, it was illegal to help slaves escape because slaves were considered property. However, many people thought slavery was morally wrong. They were willing to put themselves at risk to help slaves escape. The Underground Railroad was the system of men and women who hid slaves in their homes and on their farms as they made their journey to freedom. The stops along the way were called "stations," just like the stations on a railroad train. Each house told the fugitives where they would find the next friendly house. The railroad was so secret that each station along the way knew only about the house before it and the house after it. That way no one could tell on the entire system and find out the whole route of the Underground Railroad.



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Sentence-Level Gist Step 1

Identify who or what **each sentence** is mostly about. Think about pronouns!

The Underground Railroad was not a railroad.



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Sentence-Level Gist Step 2

Select **2 important words** from each sentence.

The Underground Railroad was not a railroad.



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Sentence-Level Gist Log

Section 1		
Sentence	Who/What	Most Important Information
1	Underground Railroad	• not railroad
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
Gist Statement		



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Sentence-Level Gist Step 1

*Identify who or what **each sentence** is mostly about. Think about pronouns!*

The Underground Railroad was not a railroad. It wasn't underground either. But it did help show thousands of black men and women the way from the slavery of the south to freedom in the north.

Before the Civil War, it was illegal to help slaves escape because slaves were considered property. However, many people thought slavery was morally wrong. They were willing to put themselves at risk to help slaves escape. The Underground Railroad was the system of men and women who hid slaves in their homes and on their farms as they made their journey to freedom. The stops along the way were called "stations," just like the stations on a railroad train. Each house told the fugitives where they would find the next friendly house. The railroad was so secret that each station along the way knew only about the house before it and the house after it. That way no one could tell on the entire system and find out the whole route of the Underground Railroad.



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Sentence-Level Gist Step 1

Identify who or what **each sentence** is mostly about. Think about pronouns!

Section 1		
Sentence	Who/What	Most Important Information
1	Underground Railroad	
2	It (Underground Railroad)	
3	It (Underground Railroad)	
4	Slaves	
5	People	
6	They (people)	
7	Underground Railroad	
8	Stops	
9	House	
10	Railroad	
11	Underground Railroad	
Gist Statement		

Sentence-Level Gist Step 2

Select **2 important words** from each sentence.

The Underground Railroad was not a railroad. It wasn't underground either. But it did help show thousands of black men and women the way from the slavery of the south to freedom in the north.

Before the Civil War, it was illegal to help slaves escape because slaves were considered property. However, many people thought slavery was morally wrong. They were willing to put themselves at risk to help slaves escape. The Underground Railroad was the system of men and women who hid slaves in their homes and on their farms as they made their journey to freedom. The stops along the way were called "stations," just like the stations on a railroad train. Each house told the fugitives where they would find the next friendly house. The railroad was so secret that each station along the way knew only about the house before it and the house after it. That way no one could tell on the entire system and find out the whole route of the Underground Railroad.

Sentence-Level Gist Step 2

Select 2 important words from each sentence.

Section 1		
Sentence	Who/What	Most Important Information
1	Underground Railroad	• not railroad
2	It (Underground Railroad)	• wasn't underground
3	It (Underground Railroad)	• slavery → freedom
4	Slaves	• illegal escape
5	People	• slavery wrong
6	They (people)	• help escape
7	Underground Railroad	• hid slaves
8	Stops	• called stations
9	House	• find next
10	Railroad	• secret station
11	Underground Railroad	• whole route
Gist Statement		

Sentence-Level Gist Step 3

Combine the who/what and the important words to write a Gist Statement.

Section 1		
Sentence	Who/What	Most Important Information
1	Underground Railroad	• not railroad
2	It (Underground Railroad)	• wasn't underground
3	It (Underground Railroad)	• slavery → freedom
4	Slaves	• illegal escape
5	People	• slavery wrong
6	They (people)	• help escape
7	Underground Railroad	• hid slaves
8	Stops	• called stations
9	House	• find next
10	Railroad	• secret station
11	Underground Railroad	• whole route
Gist Statement		
The Underground Railroad helped slaves escape illegally to freedom by following a secret route.		



Sentence-Level Gist Example

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Thank you!

We enjoyed working with you!



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