

# What is Research-Based Reading Comprehension Instruction? How Do You Do It?

# Project CALI

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New York City Public Schools



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



# Project CALI



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# Agenda: CALI Topics

Part 1 – CALI Overview

Part 2 – Text Selection

Part 3 – World & Word Knowledge

Part 4 – Getting the Gist

Part 5 – A Full CALI Gist Lesson

Part 6 – Associate Gist

Part 7 – Student Support

# Part 1: CALI Overview

- Learn from the experts about the rationale behind Project CALI
- Learn from the experts about the Project CALI Framework
- Understand the structure of PD and important language



# Crisis: Reading skills across the U.S.

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8<sup>TH</sup> GRADERS WHO CANNOT  
READ AT A BASIC LEVEL

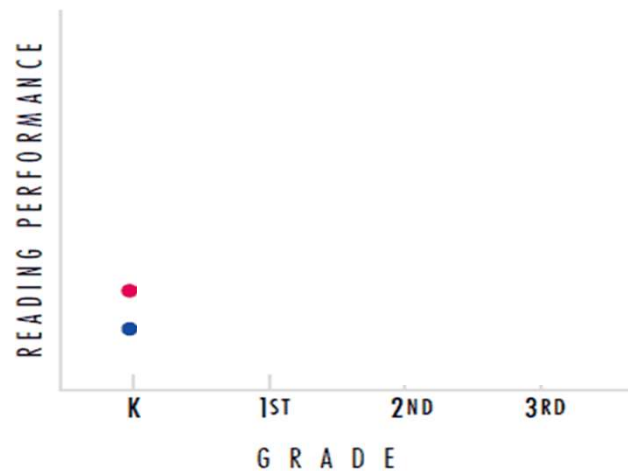
24%

STUDENTS BELOW PROFICIENT  
AT THE END OF HIGH SCHOOL

64%

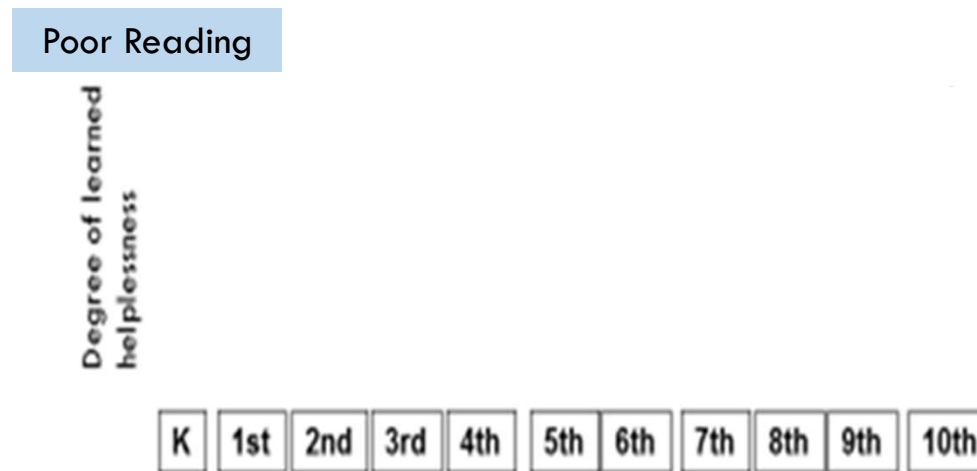
# Differences in reading skill become magnified over time

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# Poor reading results in learned helplessness and cascading effects

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# Workbook Activity

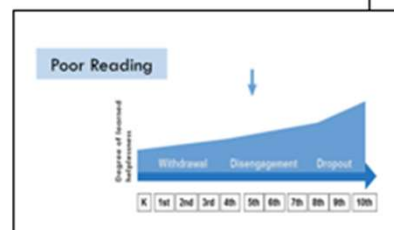
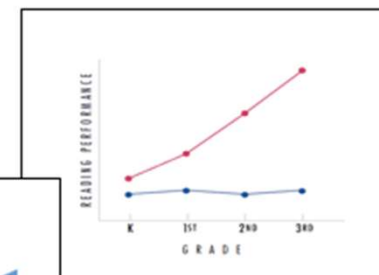
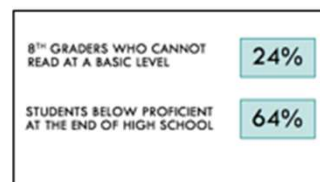
## 1: Classroom Observations

How do these statistics resonate with you? Think about kids you've worked with that you worry about. Talk about their experiences.



### Workbook Activity

#### 1: Classroom Observations



Think about kids you've worked with that you worry about. Talk about their experiences.

# Ramifications of Poor Reading Ability

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Late graduation or dropout

Poor reading performance is one of the strongest predictors of school dropout.

Balfanz, Bridgeland, Moore, & Fox, 2010; Barton, Heideman, & Jordan, 2002; Hernandez, 2012

Lower earnings and  
limited career options

The average High School dropout earns at least \$10,000 less per year than a graduate.

Front Line, Public Broadcasting System, 2012

Criminal involvement  
and long-term poverty

56% of the prison population reads prose at or below Literacy Level 2 (Grade 6 and below).

Greenberg, Dunleavy, & Kutner, 2007

# Can we do anything to prevent these outcomes?

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## Use evidence-based practices

- ✓ Tested by researchers
- ✓ Tested using rigorous research designs
- ✓ Have evidence of value across multiple studies

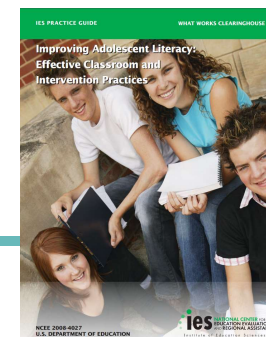


Larry Wexler, Ed.D.

Division Director for Research to Practice Division  
Office of Special Education Programs  
U.S. Department of Education

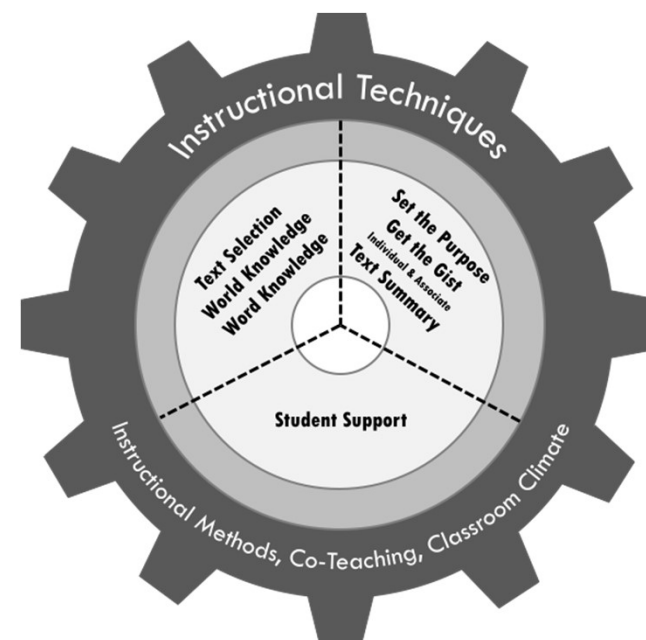


# Recommended Practices from the *IES Adolescent Literacy Practice Guide*



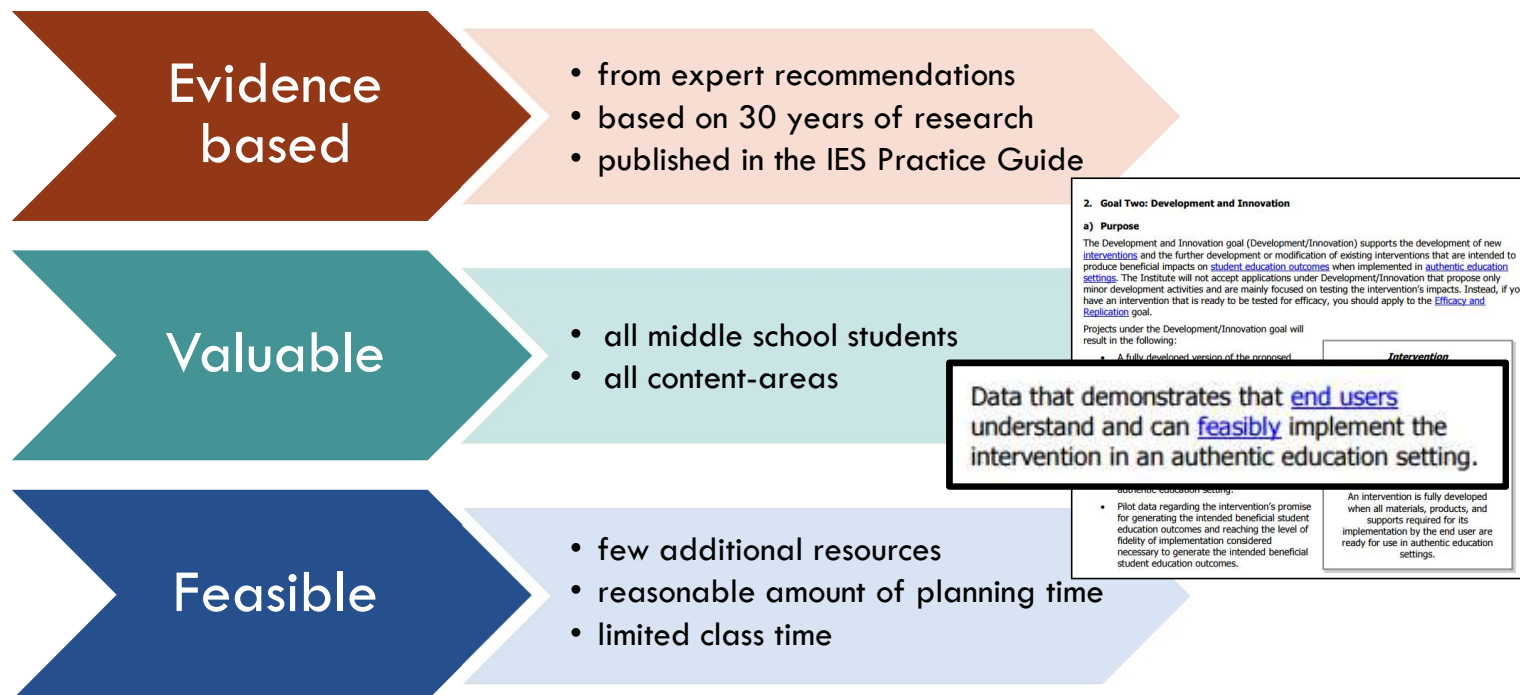
## Practices supported by data from available research studies of literacy instruction

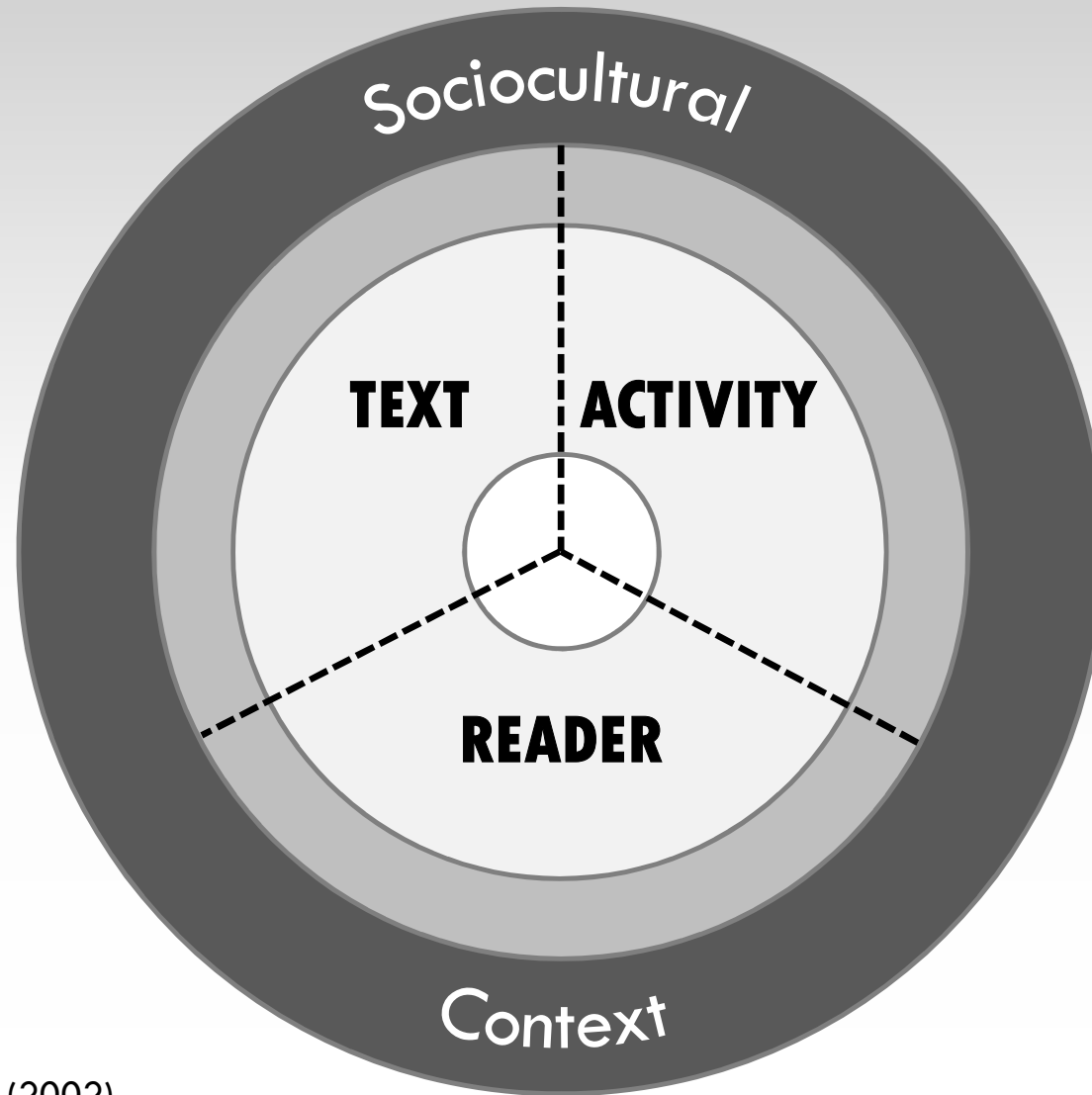
1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists



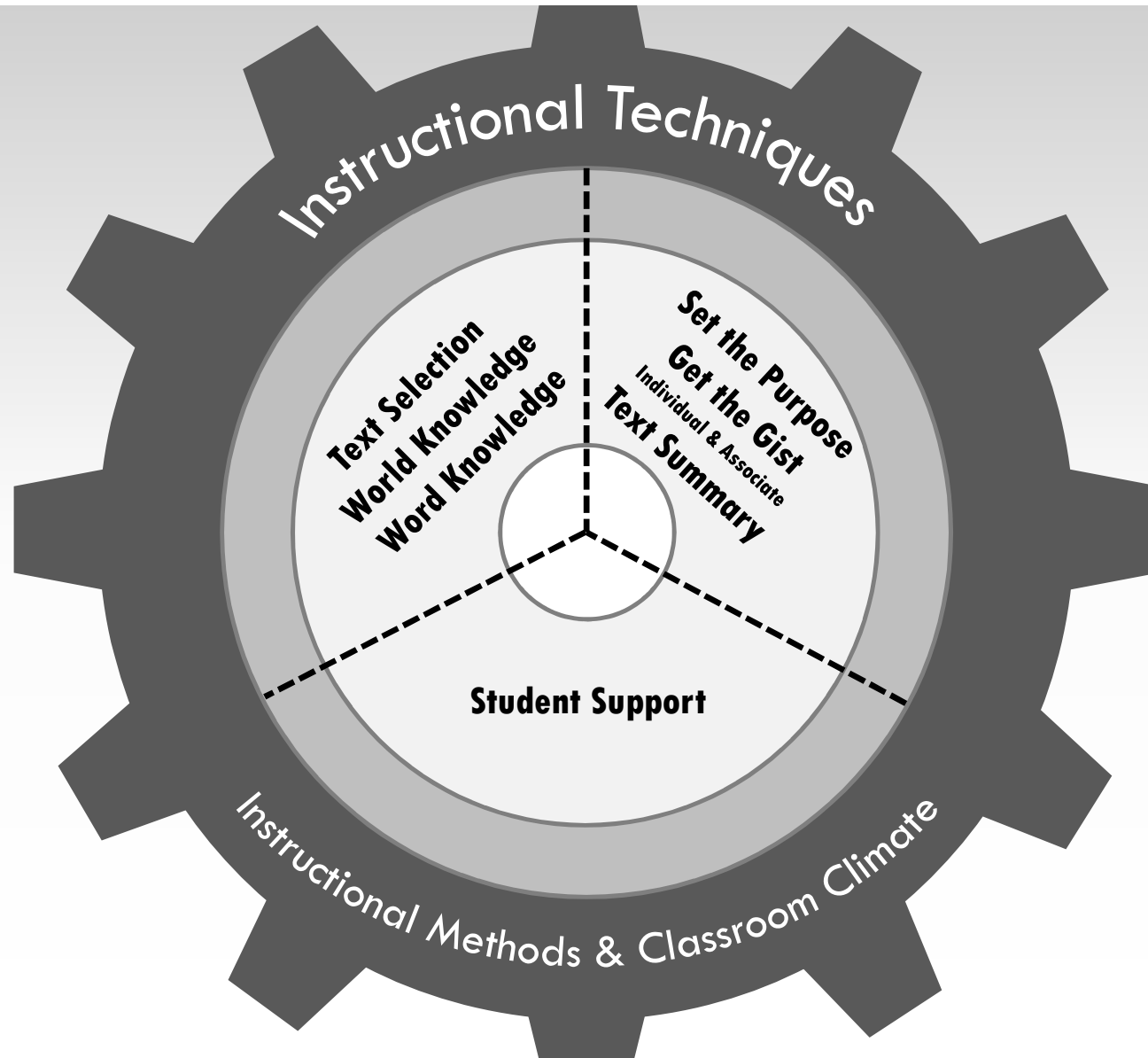
*IES (Institute of Education Sciences) is the research arm for the U.S. Department of Education*

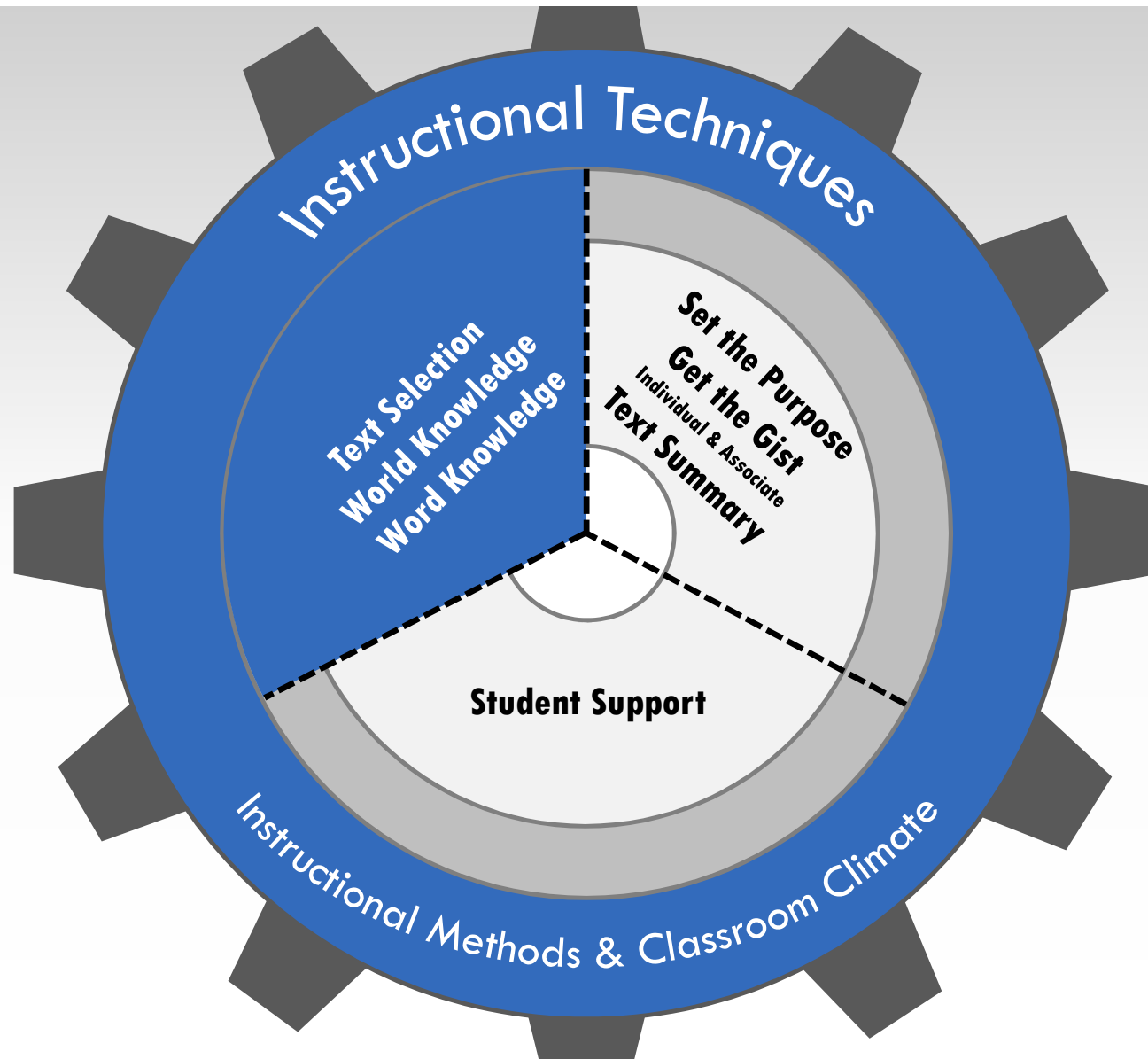
# What makes CALI different?

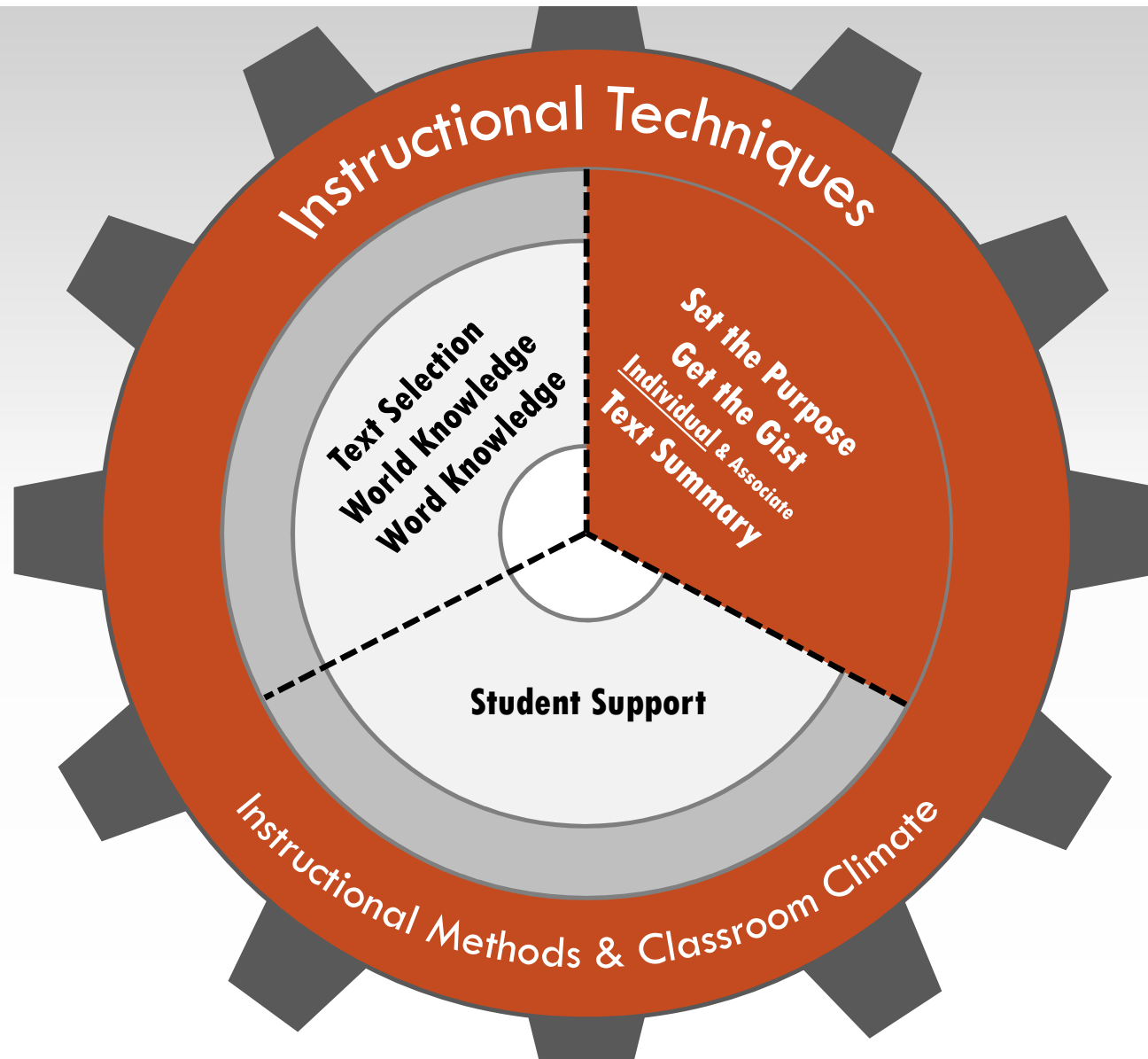




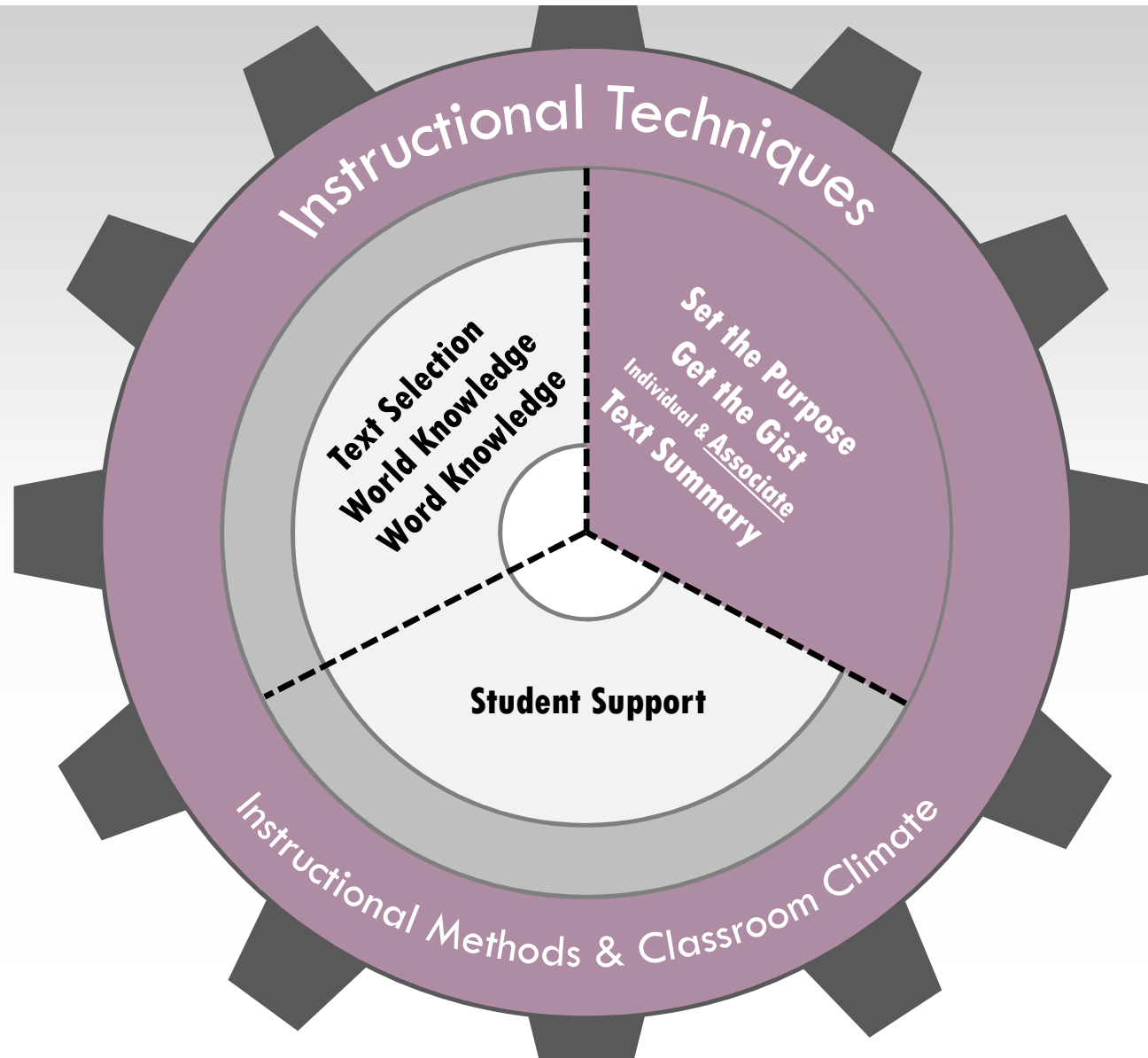
RAND Reading Study Group (2002)

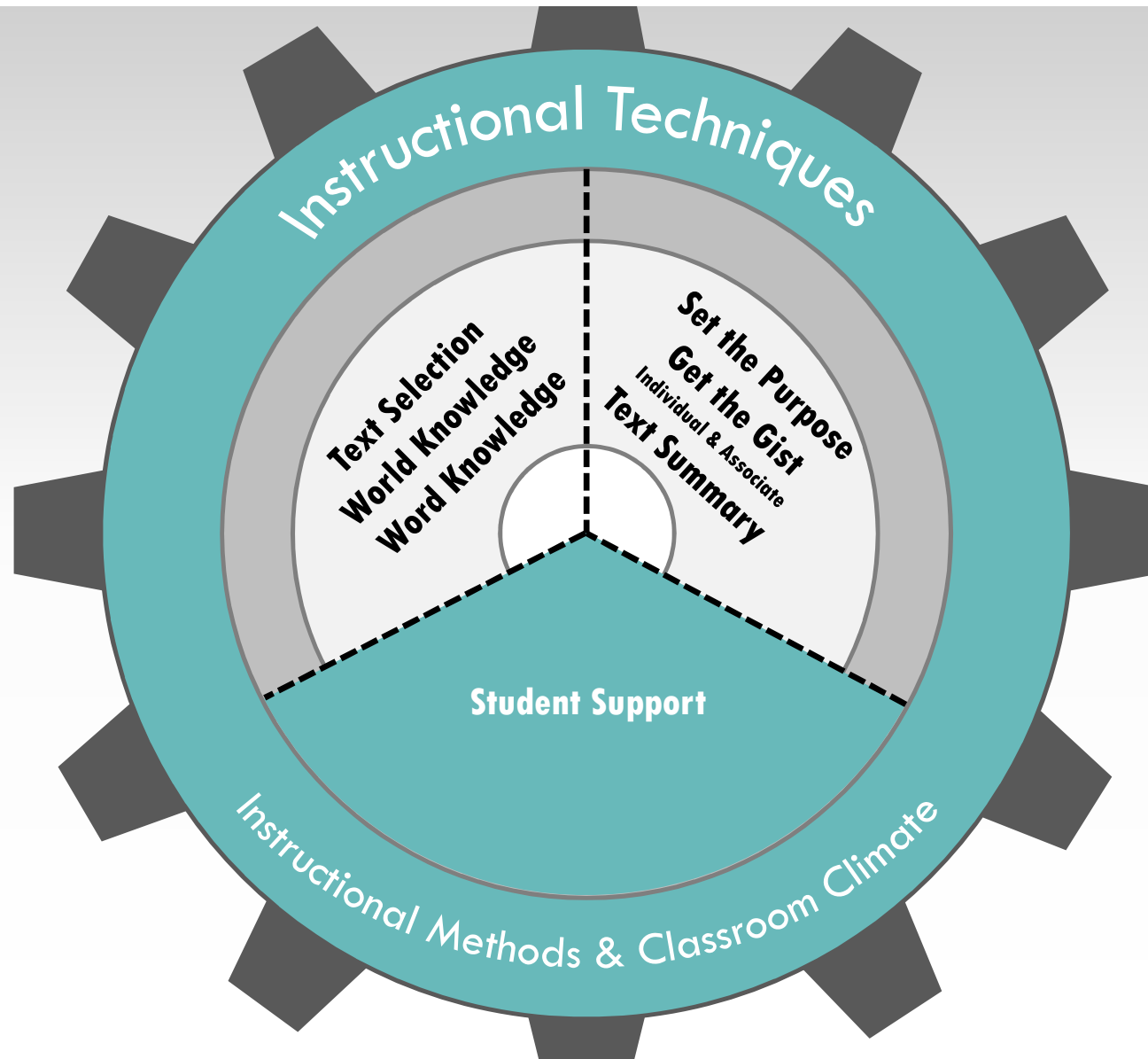












# PD Structure

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Rationale



Teaching  
Materials



Workbook  
Activity



Instructional  
Techniques



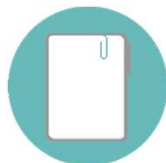
Student  
Materials



Check for  
Understanding



Video



Resources



# Meet the Expert CALI Teachers

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Click to Play

# Key Terms

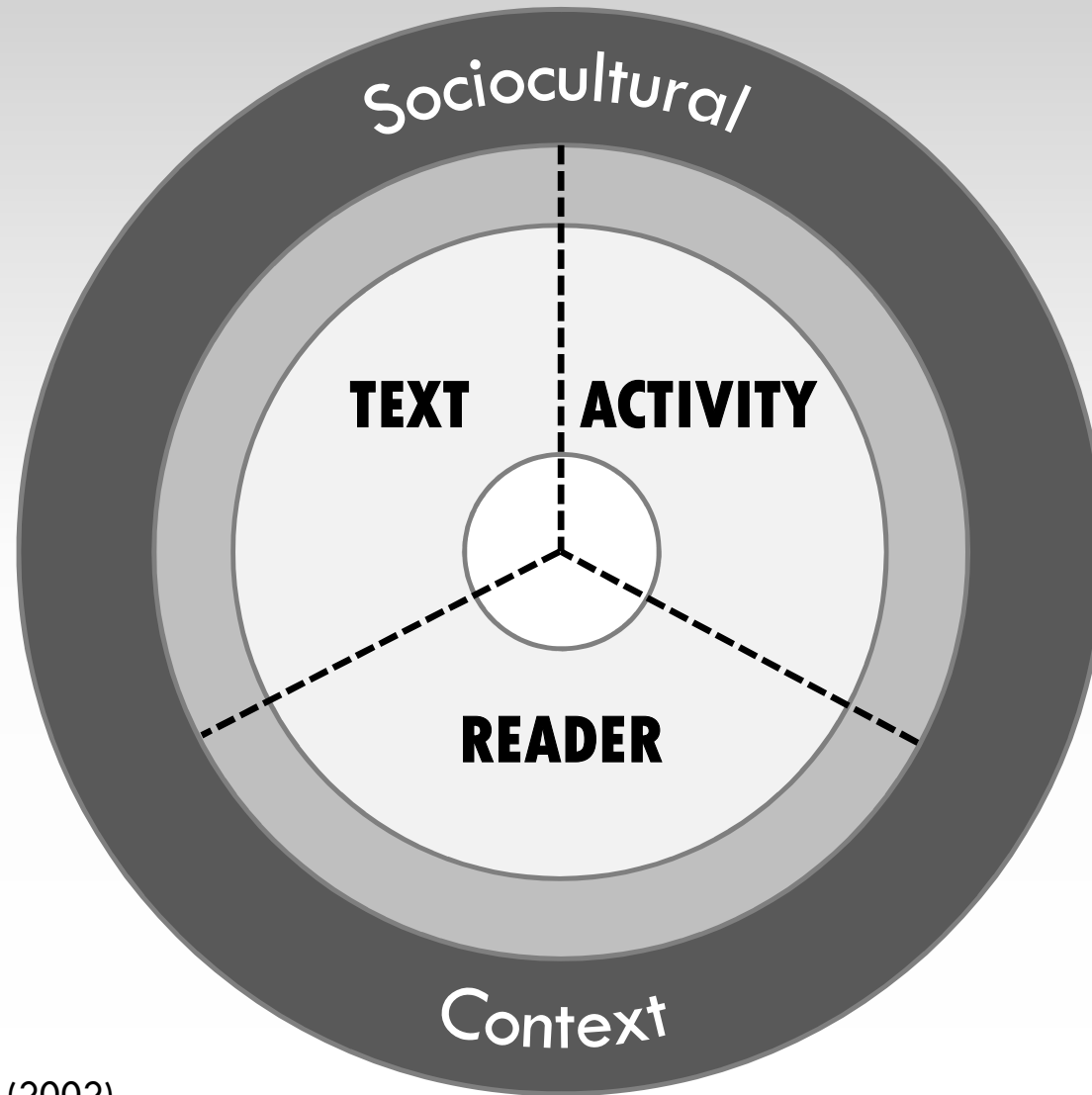
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- **CAT:** Content Area Teacher
- **SET:** Special Education Teacher

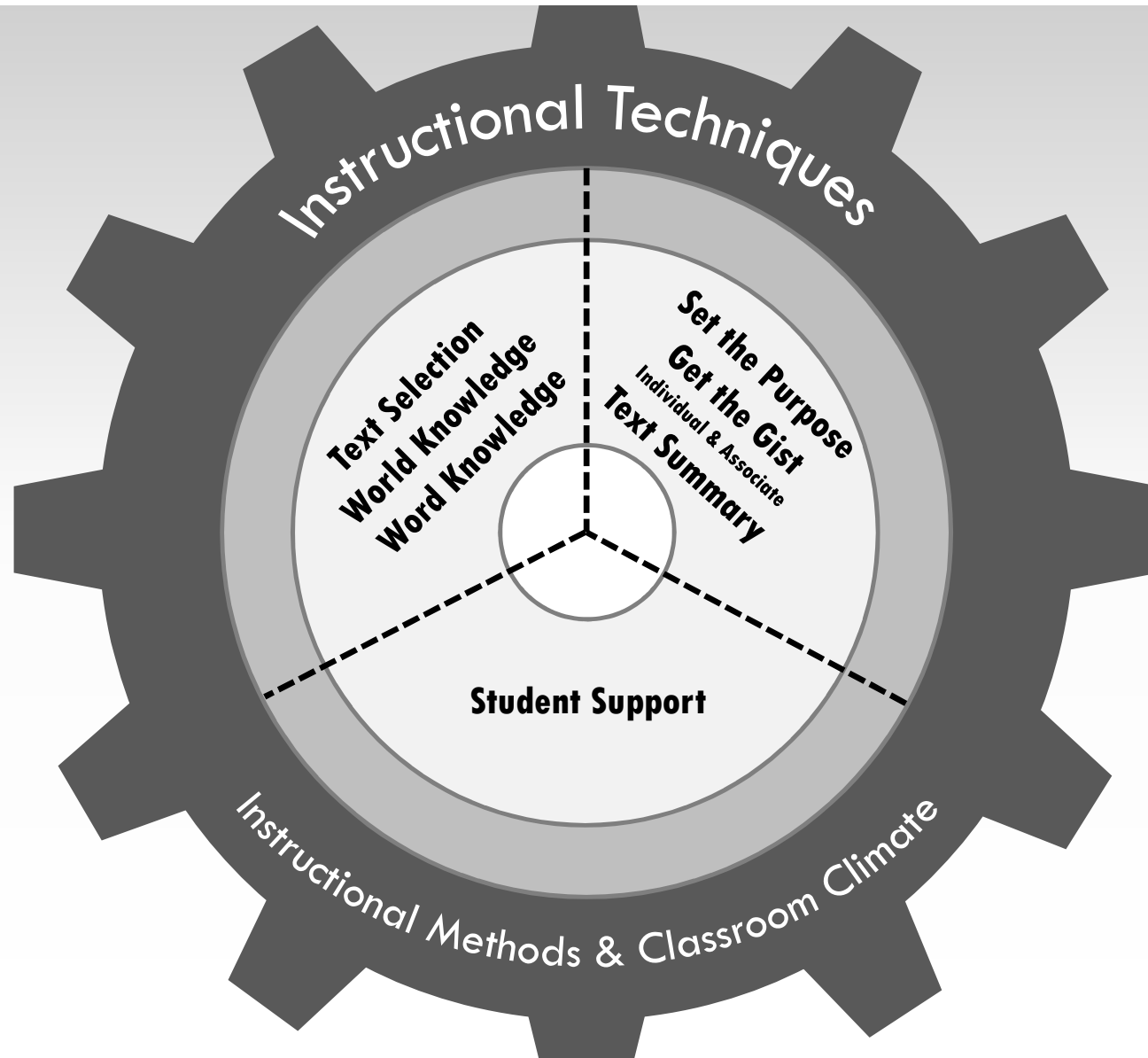
# Part 2: Text Selection

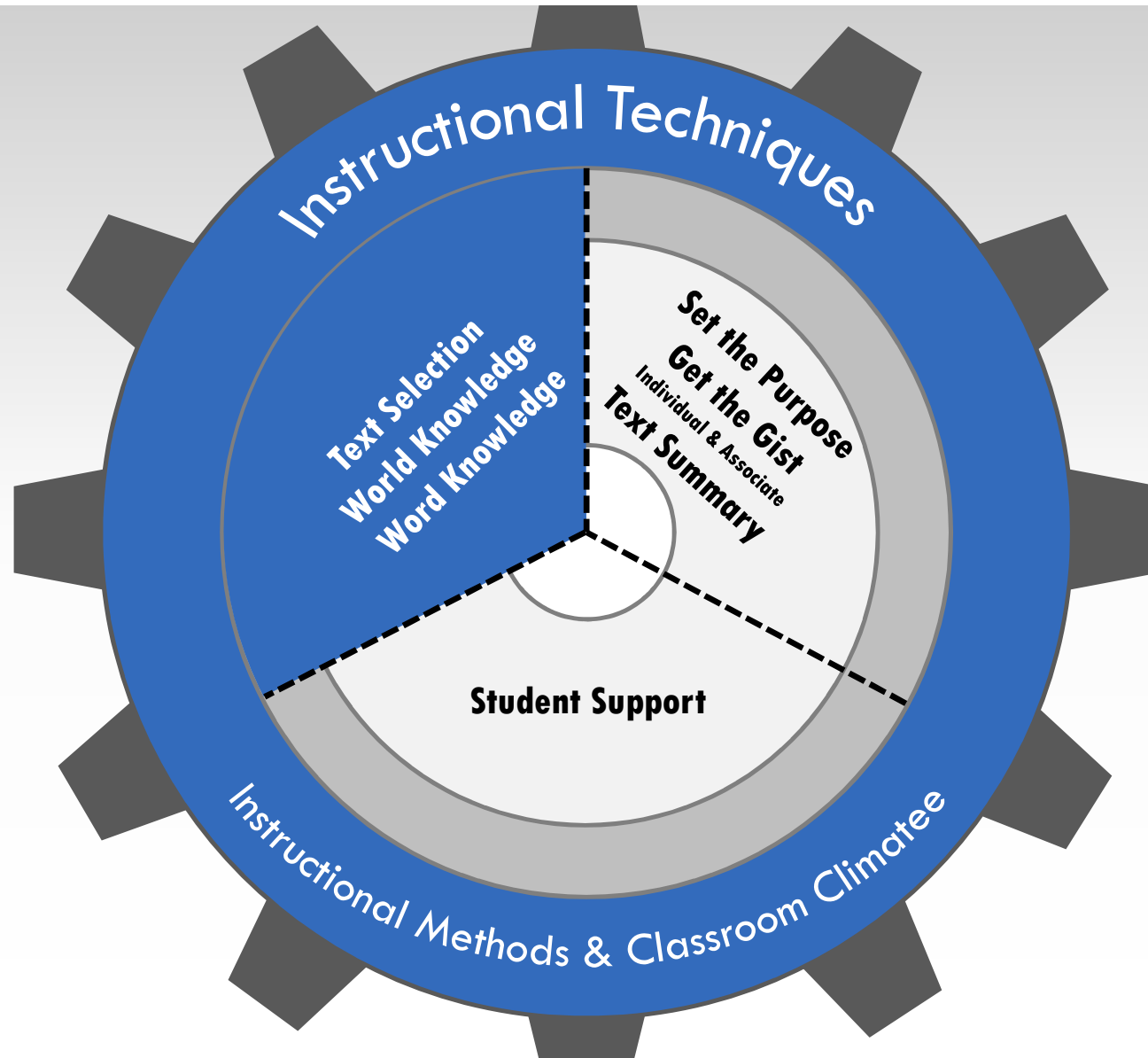
- Explain why text selection is important
- Identify the CALL text selection criteria
- Select high-quality CALL texts





RAND Reading Study Group (2002)







# Why is text selection important?

## *In Middle School*

Secondary text is  
more difficult

## *CALI Solution*

CALI texts are  
accessible to students

Students don't always get  
needed direct instruction

CALI provides teachers  
with a structure  
for teaching explicitly

# CALI Text Selection Criteria

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✓ Covers Key Concepts

✓ Is Comprehensible

✓ Promotes Student Engagement

# Context for Text Example

## Civil Rights on a City Bus



### A Seamstress Changes History

On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, just the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

### One Action Inspires a Nation

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

Story, Rosa writes of that day on the bus:

I gave up my seat because I was tired, but that isn't true. I was more tired than I usually was at the end of a working day. People have an image of me as being old then. I was forty—tired of giving in.

Supreme Court ruled that the Jim Crow laws that kept institutional. Rosa Parks had challenged the law and how cruel and unjust segregation could be, and she had with later, when the Montgomery buses were integrated, just stop there. Rosa and the Montgomery Bus Boycott, ries of nonviolent mass protests in support of civil tainment to change helped fuel a movement. Sometimes

oved.

Context Class Information	Grade	7
	Content Area	ELA
	Unit	Civil Rights
	Standard	CCSS Standard <b>CCSS.ELA-LITERACY.RI.7.3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	Class Composition	27 Total Students 4 Students with IEPs (3 – LD, 1 – EBD)
Text Information	Reading Levels	750 – 1220L
	Lexile Level	1090L
	Source	Readworks.org
	Topic	Rosa Parks



## ✓ Covers Key Concepts

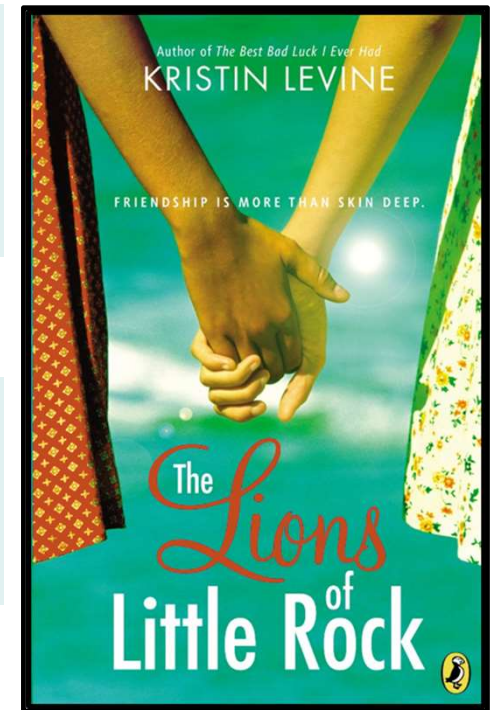
### ☐ Supports lesson or unit objective

Civil Rights Unit

7<sup>th</sup> grade-level text

### ☐ Links to content standards

7.3: Analyze the interactions between individuals, events, and ideas in a text



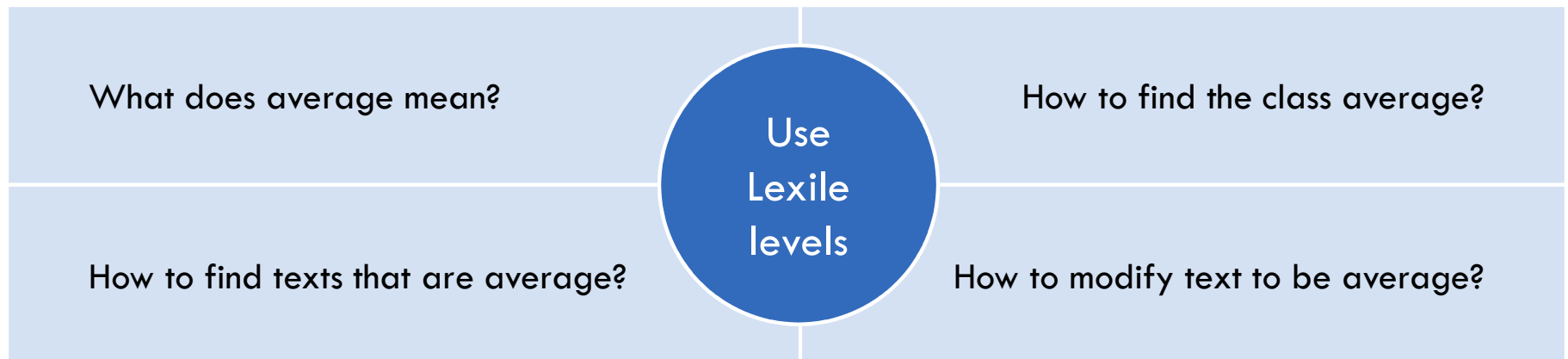
## ✓ Is Comprehensible

- ☐ Average instructional level
- ☐ Few unknown vocabulary words
- ☐ Obvious organizational structure

# □ Average instructional level

“ Thus far, we have **no evidence that osmosis through the presence of complex texts is an effective approach** for improving reading performance. ”

“ What does work is **careful selection of texts and the associated instruction required of those selected texts.** ”



# ❑ Few Unknown Vocabulary Words

Vocabulary Words =  
Academic/Content Words

**90% known – 10% unknown**

*“Known” means that students could explain its use or could figure it out easily in context.*

For violating the laws of **segregation**, referred to as the “Jim Crow laws” (which were **meant to keep white people and black people separate**), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa’s arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year.

# Would students know 9 of these 10?

violating  
segregation  
~~fined~~  
enormous  
? inspiration  
? racial  
? equality  
? minister  
~~civil rights~~  
★ boycotted

Were they...?

already taught

topic of whole passage

probably known

maybe known

**need to teach**

only 1 in 10 words totally unknown



# ❑ Obvious Organizational Structure

**Civil Rights on a City Bus**



On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

Section 1

Section 2

Short, clear paragraphs

Section breaks

Headings

## ✓ Promotes Student Engagement

- ❑ Manageable length

- ❑ Worthy of a good conversation

# ☐ Manageable Length

About 2 pages

About 1,000 words

## Civil Rights on a City Bus



### A Seamstress Changes History

On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

### One Action Inspires a Nation

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

### "Tired of Giving In"

In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

### The End of Jim Crow Laws

Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won. The boycott ended more than a month later, when the Montgomery buses were integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights. One woman's strength and commitment to change helped fuel a movement. Sometimes that is all it takes.

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# □ Worthy of a Good Conversation

Links to other unit ideas

Is intriguing

doesn't have to be  
all of these things

Generates helpful discussions

Clarifies content

## Civil Rights on a City Bus



### A Seamstress Changes History

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### One Action Inspires a Nation

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were designed to keep white people and black people separate), Rosa was arrested and fined. Her refusal to give up her seat was a quiet and simple action, but she took an enormous risk that evening. She also became a hero and an inspiration to people all over the nation who were fighting for racial equality. Including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the city bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

Links to content on  
school integration

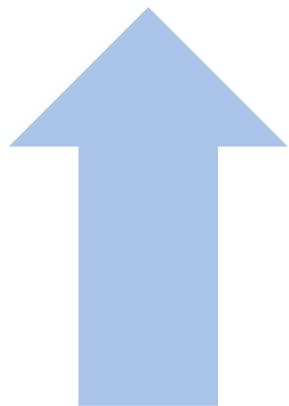
Interesting!

Raises important points  
about the Civil Rights  
Movement

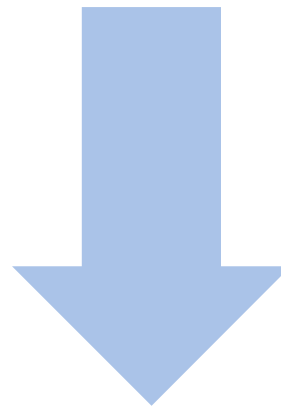


## How Text Selection May Influence Classroom Climate

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Accessibility  
of Text



Frequency of  
Problem Behaviors



# Hear from Expert CALI Teachers

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Click to Play



# Workbook Activity

## 2: Classroom Connection

Thinking about your classroom...

- How do you currently use texts in your classroom?
- How might you incorporate CALI texts into your curriculum?
- What challenges do you anticipate with finding CALI texts?
- How might your colleagues be able to assist you?



### Workbook Activity

#### 2: Classroom Connection

Thinking about your classroom...

- How do you currently use texts in your classroom?
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# Check for Understanding: 2

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1. A good CALI text meets the following criteria:

- |                                |                      |
|--------------------------------|----------------------|
| a) Covers key concepts         | b) Is comprehensible |
| c) Promotes student engagement | d) All of the above  |

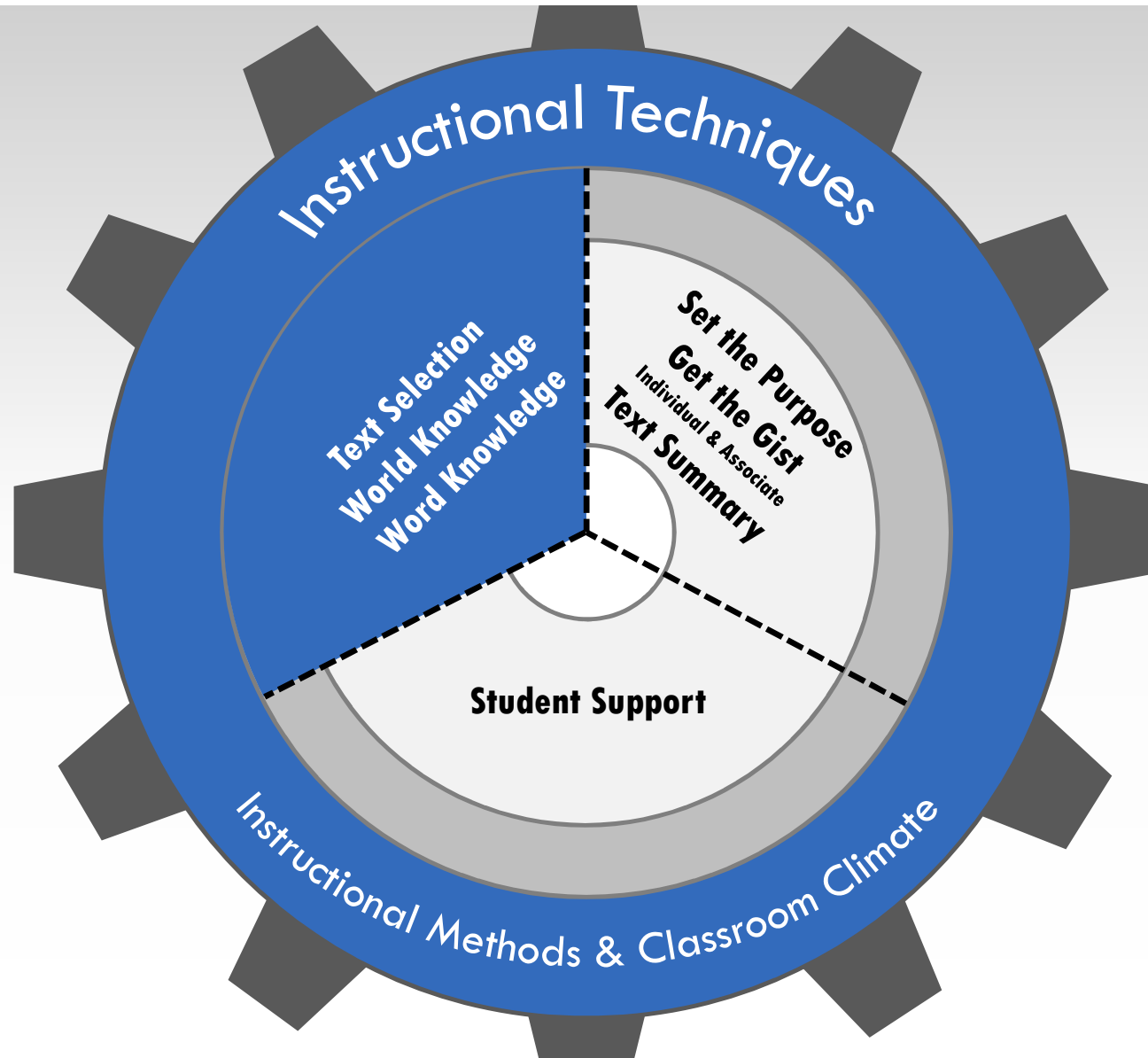
2. True or False: Research has shown that using complex texts and asking students to “figure it out” on their own is an effective way of improving reading comprehension for most students.

3. In an ideal CALI text, the percentage of academic/content vocabulary words that are familiar to students or easily determined from context should be:

- |        |        |
|--------|--------|
| a) 75% | b) 80% |
| c) 90% | d) 95% |

# Part 3: World & Word Knowledge

- Explain why providing background knowledge and vocabulary is important
- Select background information and vocabulary to teach
- Teach background knowledge and vocabulary quickly and effectively





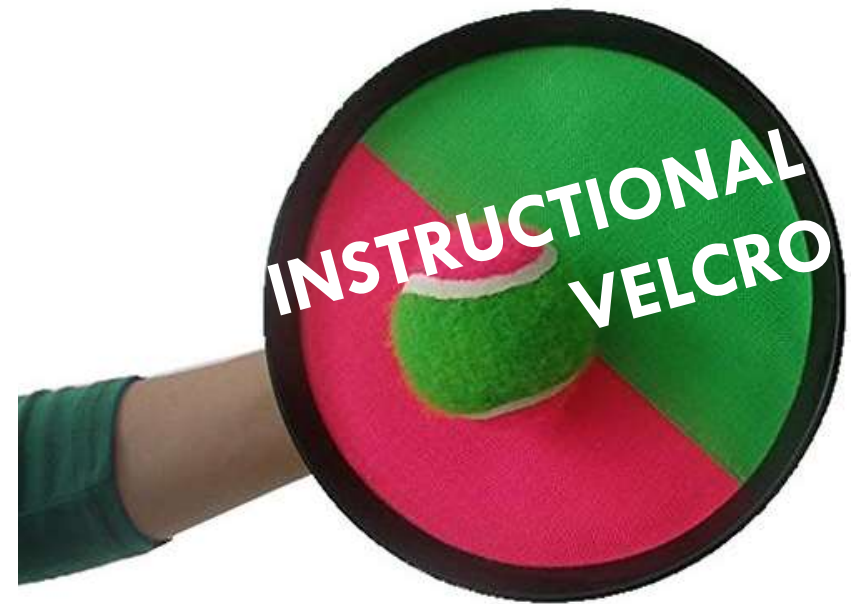
# Why is World Knowledge important?

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Prior knowledge on a topic helps students make sense of related text.

Many students do not have related background knowledge on a topic.

We provide this knowledge prior to reading text to enhance comprehension.





# What to Teach

## *Complicated concepts in the text*

### Civil Rights on a City Bus



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What were the Jim Crow laws?

Why were people segregated?

How did Jim Crow laws start?

# What to Teach

*Information not provided in the text*

## Civil Rights on a City Bus



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How did the Jim Crow laws affect African Americans?

- Public transportation
- Restaurants
- Water fountains
- Bathrooms
- Schools

# What <sup>NOT</sup> to Teach

## Civil Rights on a City Bus



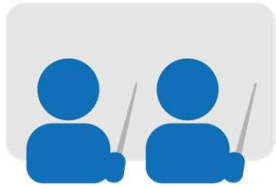
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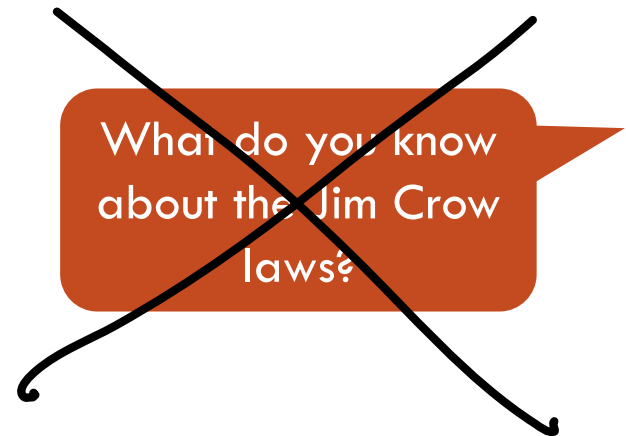
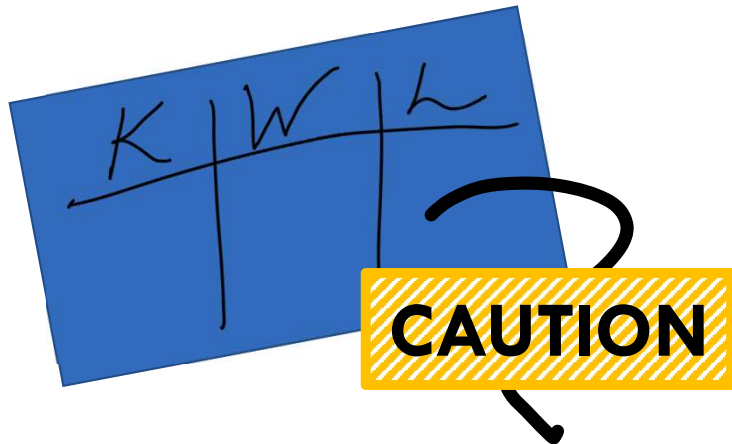
- Broad overview of the text
  - Rosa Parks
  - Montgomery Bus Boycott
- Unimportant details
- Loosely related concepts
- Unrelated ideas

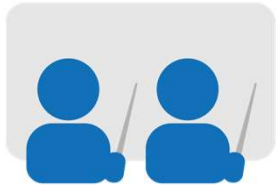


# How to Teach

*Teach directly*

Students **benefit** from clear explanations!





# How to Teach

*Connect to prior learning*

We have learned about several people that were important in the Civil Rights Movement. Talk with your partner. Who were some of those people?

[partner discussion]

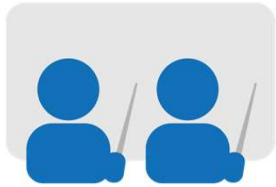
Let's have a couple of you share.

[take volunteers]

Today, we're reading a text that will tell us about another important person...

Martin Luther  
King, Jr.

John F.  
Kennedy



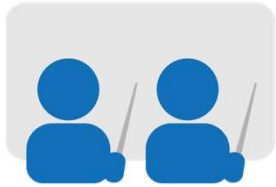
# How to Teach

*Use visuals and video*

## Choosing Visuals

- Review several visuals
- Choose only those that relate directly to the text





# How to Teach

*Use visuals and video*

## Choosing Videos

- Screen a couple of videos
- Don't expect familiar brands to have the best videos
- Don't choose a drone-y one
- Make sure videos are actually helpful and not just engaging



Interesting

Not directly related to text



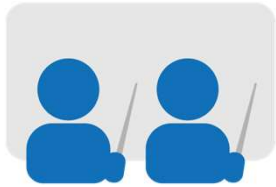
Lots of good explanations

Target audience too young



Great images and short

Maybe a little too much detail



# How to Teach

*Use visuals and video*

## Viewing Videos

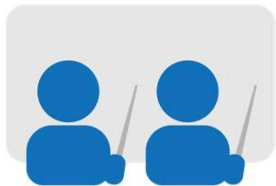
- Give a quick introduction to the video letting students know what to look for
- Cut out extra stuff
- Show just a small part of the video (2 minutes or less)
- Talk over it if it makes sense



“We are going to watch a quick video about segregation during the civil rights movement. Pay attention to what it must have been like to have lived in a segregated place.”

*Only play until 1:30*





# How to Teach

*Sell the text*

**Convince students that this is interesting to read**

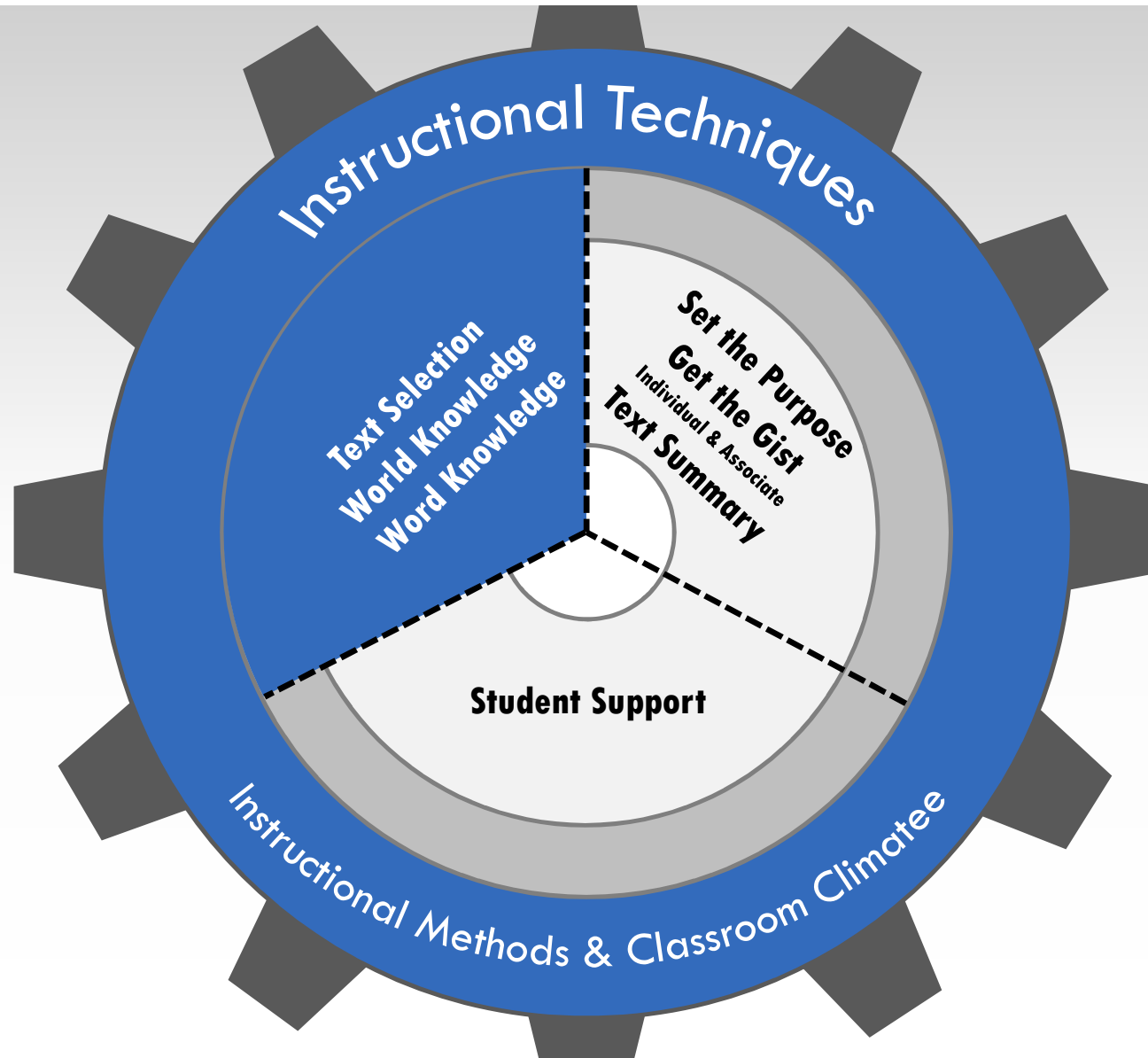
- Often, visual and/or videos accomplish this
- Talk with excitement about the text and concepts



# Check for Understanding: 3A

---

1. The World Knowledge section of a CALI lesson should contain:
  - a) Information not provided in the text, but necessary for understanding
  - b) Interesting information about subjects loosely related to the text
  - c) Complicated concepts in the text
  - d) b and c
  - e) a and c
2. True or False: An example of “teaching directly” would be asking students to brainstorm what they know about a topic before introducing it.
3. True or False: For the purposes of a CALI lesson, if a video for World Knowledge is really interesting and related to the text, it is ok to include all 12 minutes of it.





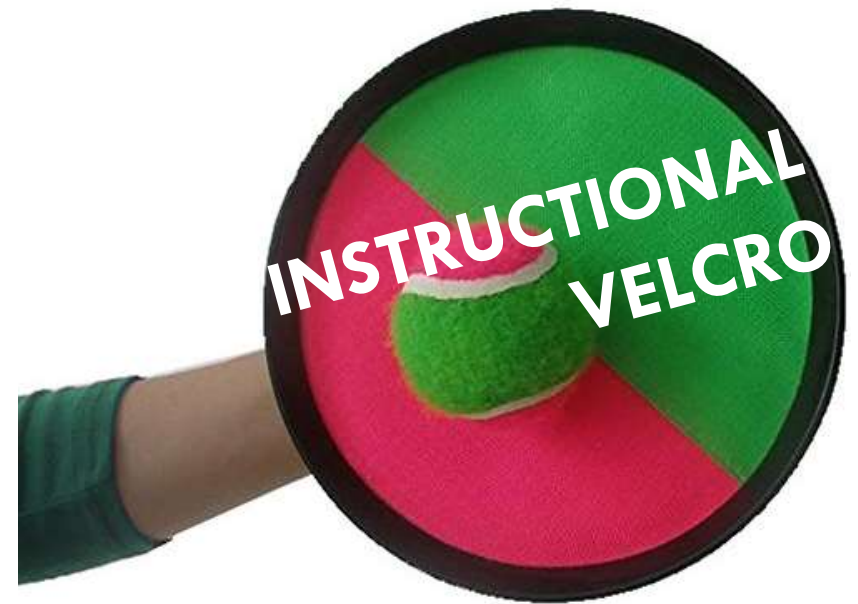
# Why is Word Knowledge Important?

---

Understanding vocabulary words helps students make sense of related text.

Many students do not have necessary vocabulary knowledge.

We provide this knowledge prior to reading text to enhance comprehension.



# What to Teach

## *Words They Don't Know*

Words that are **useful** for **comprehending the given text**

### Generally-useful academic words

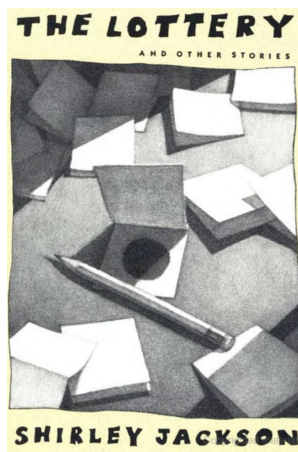
scrutinize

selection

element

occasional

gradual



### Content-specific useful words

inhabitant

constituent

precipitation

paraphernalia

# Choosing Which Unknown Words to Teach

---

Some words are not  
useful enough

You could skip them and  
meaning isn't affected at  
all

For violating the laws of segregation, referred to as the “Jim Crow laws” (which were meant to keep white people and black people separate), Rosa was arrested and fine. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa’s arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year.

Her refusal to move was a quiet and simple action, but she took an enormous risk that evening.

**Her refusal to move was a quiet and simple action, but she took a risk that evening.**

# What to Teach

## *Teaching Words Two Ways*

### Fast

#### **Which words?**

- Less essential to text
- Have simple definitions
- Easily imageable

#### **How should I teach?**

- Short definition
- Image (sometimes)
- Explicit link to text

### Focus

#### **Which words?**

- Important for understanding
- Have complex definitions
- Are hard to explain

#### **How should I teach?**

- Short definition
- Image (sometimes)
- Explicit link to text
- Examples
- Non-examples (sometimes)
- Questions to check understanding

# What to Teach

---

## *Which Words Are Which?*

### **Fast**

- Less essential to text
- Have simple definitions
- Easily imageable

violating

equality

fined

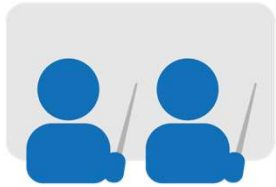
inspiration

boycotted

### **Focus**

- Important for understanding
- Have complex definitions
- Are hard to explain





# How to Teach Fast Words

## Short Definition

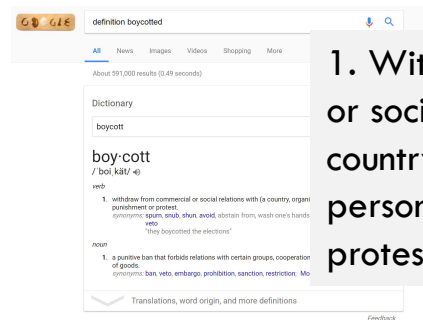
### Fast

- short definition
- image (sometimes)
- explicit link to text

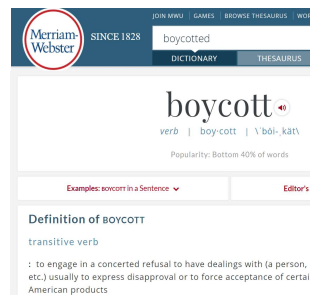
boycotted

### A Short Definition should...

- only include the definition applicable to the text
- include synonyms, if possible
- link to the current text
- not be distorted, but maybe incomplete



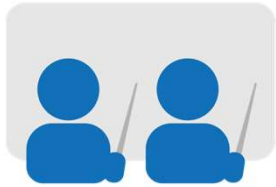
1. Withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.



2. To engage in a concerted refusal to have dealings with (a person, a store, an organization, etc.) usually to express disapproval or to force acceptance of certain conditions

boycotted = refused to do

match tense, person, or number



# How to Teach Fast Words

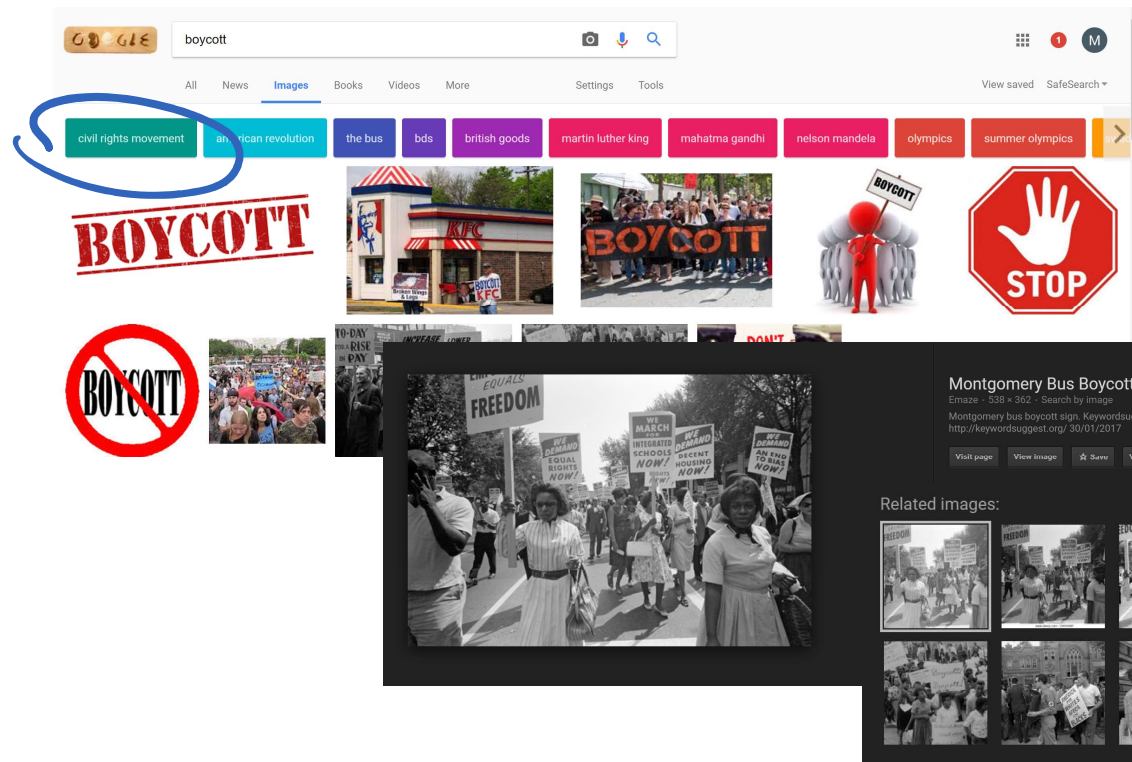
*Image (sometimes)*

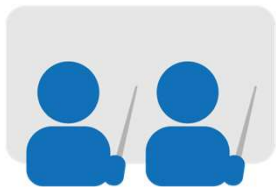
## Fast

- short definition
- image (sometimes)
- explicit link to text

boycotted

- **exactly show what the word means**
- **NOT approximate the meaning**





# How to Teach Fast Words

*Image (sometimes)*

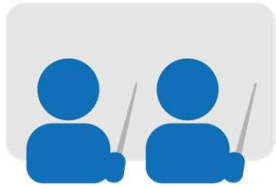
## Fast

- short definition
- image (sometimes)
- explicit link to text

violating

- exactly show what the word means
- **NOT approximate the meaning**





# How to Teach Fast Words

## *Explicit Link to Text*

### **Fast**

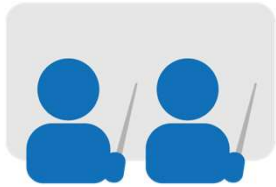
- short definition
- image (sometimes)
- explicit link to text

As we read, imagine if a whole group of people refused to do business at a certain place. Those people...

**[ pause, pointing at word]**

Right. Many people in Montgomery, Alabama boycotted the bus after Rosa Parks was treated unfairly.

boycotted



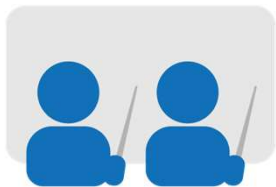
# How to Teach Focus Words

*Same as Fast Words*

## Focus

- short definition
- image (sometimes)
- explicit link to text
- examples
- non-examples (sometimes)
- questions to check for understanding

- Short definition
- Image (sometimes)
- Explicit link to text



# How to Teach Focus Words

## Examples

equality

The right to the  
same treatment and  
opportunities

### References in classic literature

If, then, to meanest mariners, and renegades and castaways, I shall hereafter ascribe high qualities, though dark; weave round them tragic graces; if even the most mournful, perchance the most abased, among them all, shall at times lift himself to the exalted mounts; if I shall touch that workman's arm with some ethereal light; if I shall spread a rainbow over his disastrous set of sun; then against all mortal critics bear me out in it, thou just spirit of **equality**, which hast spread one royal mantle of humanity over all my kind

[View in context](#)

The chance comparison in this chapter, between the whale and the elephant, so far as some aspects of the tail of the one and the trunk of the other are concerned, should not tend to place those two opposite organs on an **equality**, much less the creatures to which they respectively belong.

[View in context](#)

If a woman had money she might dictate her own terms: **equality**, a life contract, and the legitimacy--that is, the property-rights-- of her children.

[View in context](#)

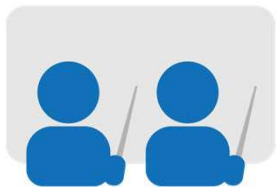
But Eve somehow always seems to put herself on an equality with every creature that comes near her.

If you get paid the same amount of money as your friend, your employer is being fair. Your employer is practicing...

[ pause, pointing at word]

### Focus

- short definition
- image (sometimes)
- explicit link to text
- examples
- non-examples (sometimes)
- questions to check understanding



# How to Teach Focus Words

## Examples

equality

When African Americans were forced to sit in the back of the bus, they were not treated with ...

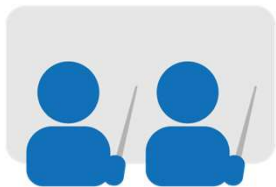
**[ pause, pointing at word]**

Right. Equality didn't exist because white people were given privileges that were denied to African Americans.

equality

### Focus

- short definition
- image (sometimes)
- explicit link to text
- examples
- non-examples (sometimes)
- questions to check understanding



# How to Teach Focus Words

## *Non-Examples (sometimes)*

equality

### Focus

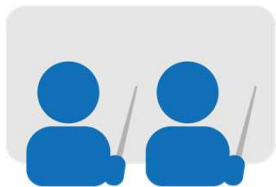
- short definition
- image (sometimes)
- explicit link to text
- examples
- non-examples (sometimes)
- questions to check understanding

If you are paid less than your friend because you are a girl and he is a boy, that is not equality.

It's not equality because there's no reasons beside gender for your difference in pay. It shouldn't matter whether you're a girl or boy. If you're doing the same work, you should be paid the same amount. Turn to your associate: Explain why that is not equality.

**[ students discuss in pairs ]**





# How to Teach Focus Words

## Questions to Check for Understanding

### Focus

- short definition
- image (sometimes)
- explicit link to text
- examples
- non-examples (sometimes)
- questions to check understanding

equality

follow-up with  
student  
involvement

Before the Civil Rights Movement, African Americans were not allowed to use “Whites-Only” bathrooms. **Is that** equality?

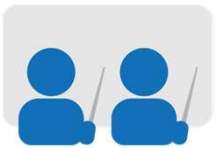
Think. Is that equality? Wait for my signal.

**[Pause. Put out hands for response.]**

No!

We agree it is not. **Talk with your associate.**  
**Why is that not an example of equality?**

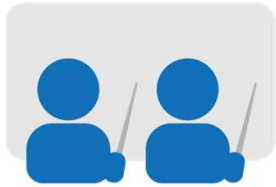
**[Students discuss in pairs.]**



# How to Teach: Student Engagement

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It is important to keep students engaged when you're explaining things.



# How to Teach: Student Engagement

*Be snappy, not fancy*

How can I  
maximize  
**efficiency?**

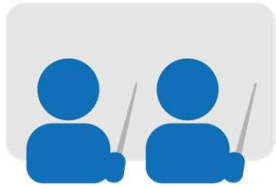
How can I  
keep it to **5 to  
10 minutes?**

Let the text speak for itself

Walking around the room and writing on  
different posters with pictures of segregation

Having students search the internet for definitions  
of equality and sharing them with the class

Having students talk about what it must have  
been like to be participating in the Montgomery  
Bus Boycott



# How to Teach: Student Engagement

*Get students talking*

## Choral Response

*Ask a question, allow think time, ask for everyone's response after a signal.*

Check whole-class "remembering" of a concept (word, definition)

## Hand Signals

*Choral Response with responses of: thumbs up/down, fist to five, or fingers as numbers.*

Showing agree/disagree, true/false, or multiple choice response

## Turn & Talk

*Ask a question, then have students turn to a partner and talk about the answer.*

Discussing a more complex topic and encouraging peer conversations

## Whip Around

*Ask for student responses (moving from desk to desk) without interruption.*

Recalling concepts students have previously learned in class

## Friendly Cold Call

*Ask students to put a thumb up on the desk if he/she wouldn't mind being called on.*

Asking a targeted question that all students may not be able to answer

## Cold Call

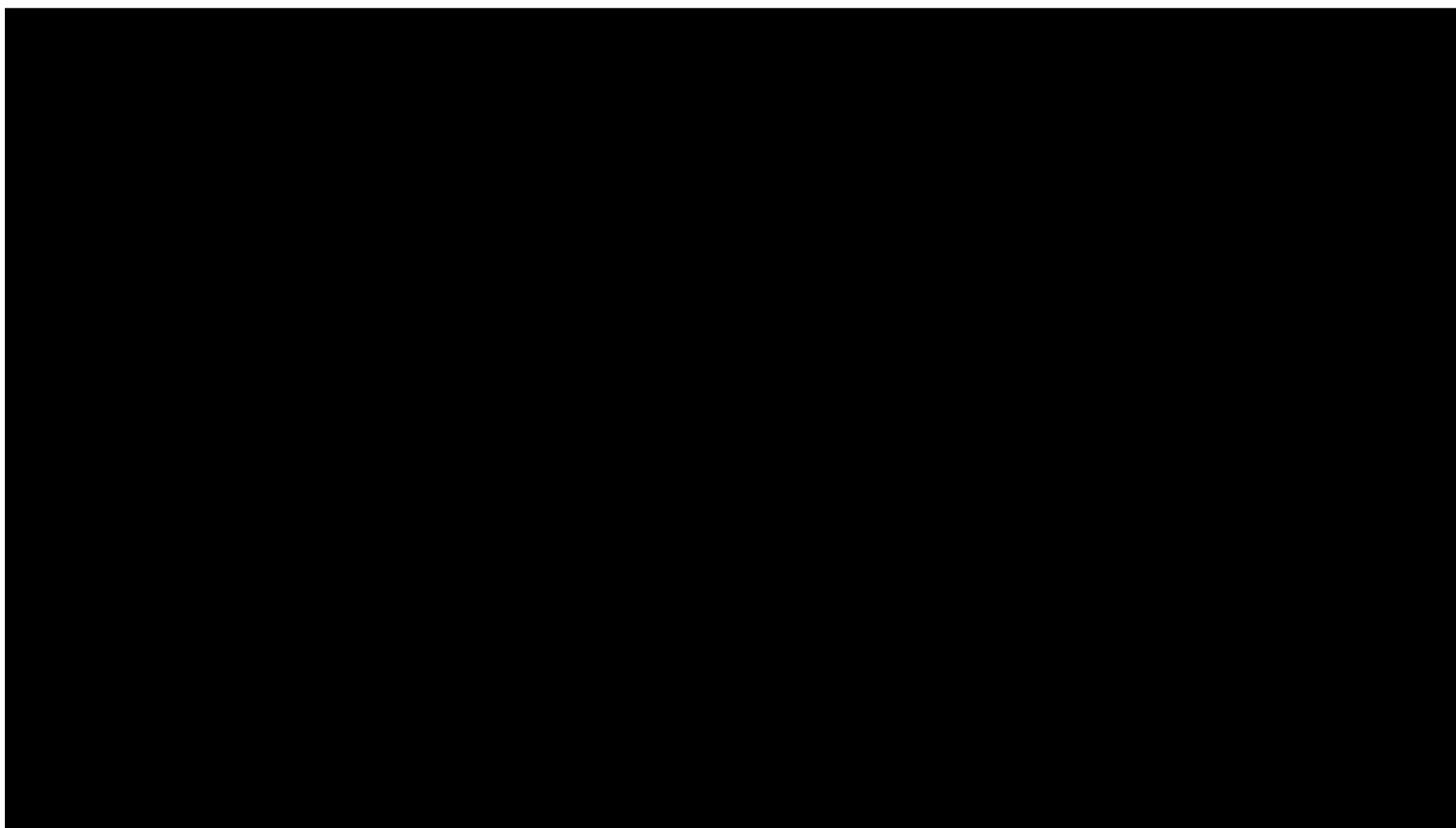
*Ask a question directly to an individual student following instruction.*

Assessing individual student understanding



# Learn from an Expert

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# Analyze World Knowledge Video

	World Knowledge
What to Teach	<ul style="list-style-type: none"><li><input type="checkbox"/> Complicated concepts in the text</li><li><input type="checkbox"/> Information not provided in the text</li></ul>
How to Teach	<ul style="list-style-type: none"><li><input type="checkbox"/> Teach directly</li><li><input type="checkbox"/> Connect to prior learning</li><li><input type="checkbox"/> Use visuals and video</li><li><input type="checkbox"/> Sell the text</li></ul> <p><b>Student Engagement:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Be snappy, not fancy</li><li><input type="checkbox"/> Get students talking</li></ul>



# Analyze Word Knowledge Video

Word Knowledge		
What to Teach	<i>Fast Words</i>	<i>Focus Words</i>
	<ul style="list-style-type: none"><li><input type="checkbox"/> Less essential to text</li><li><input type="checkbox"/> Simple definitions</li><li><input type="checkbox"/> Easily imageable</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Important for understanding</li><li><input type="checkbox"/> Complex definitions</li><li><input type="checkbox"/> Hard to explain</li></ul>
How to Teach	<ul style="list-style-type: none"><li><input type="checkbox"/> Short definition</li><li><input type="checkbox"/> Image (sometimes)</li><li><input type="checkbox"/> Explicit link to text</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Short definition</li><li><input type="checkbox"/> Image (sometimes)</li><li><input type="checkbox"/> Explicit link to text</li><li><input type="checkbox"/> Examples</li><li><input type="checkbox"/> Non-examples (sometimes)</li><li><input type="checkbox"/> Questions to check for understanding</li></ul>
	<b>Student Engagement:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Be snappy, not fancy</li><li><input type="checkbox"/> Get students talking</li></ul>	



# Check for Understanding: 3B

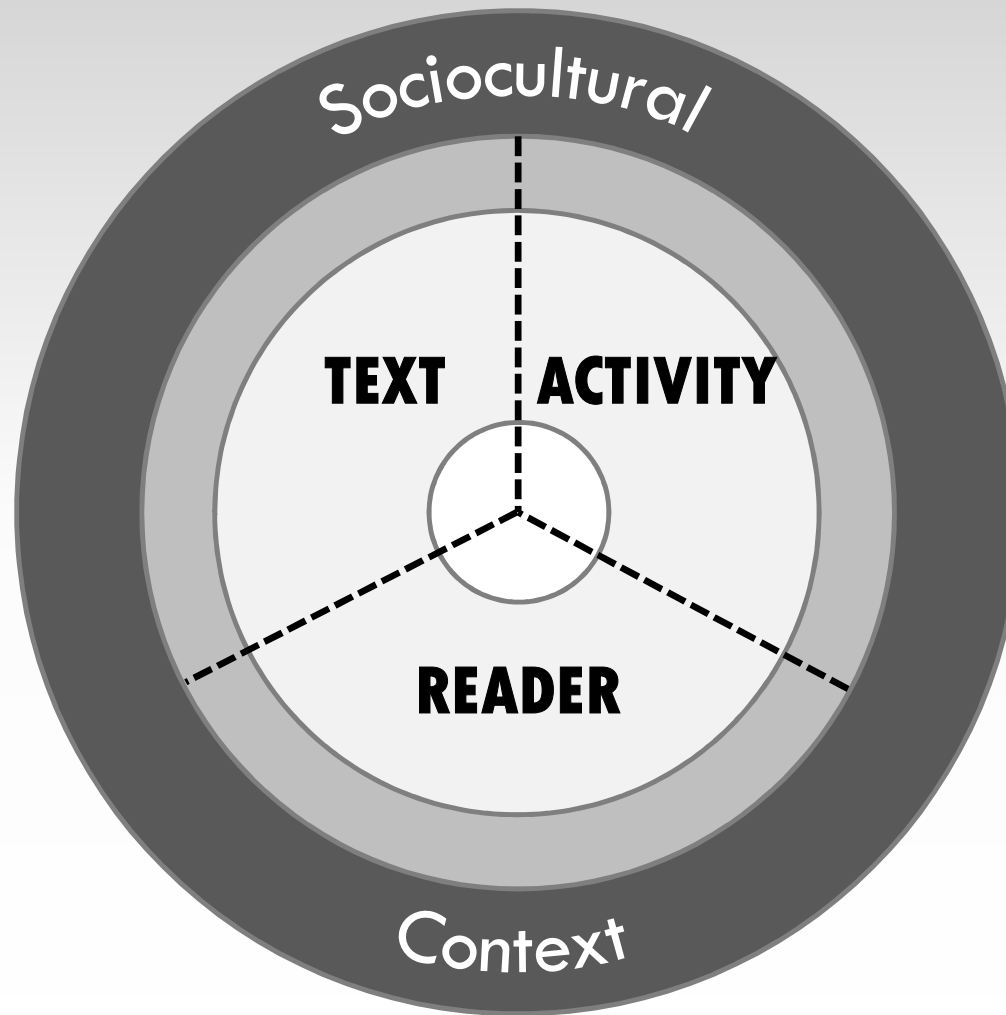
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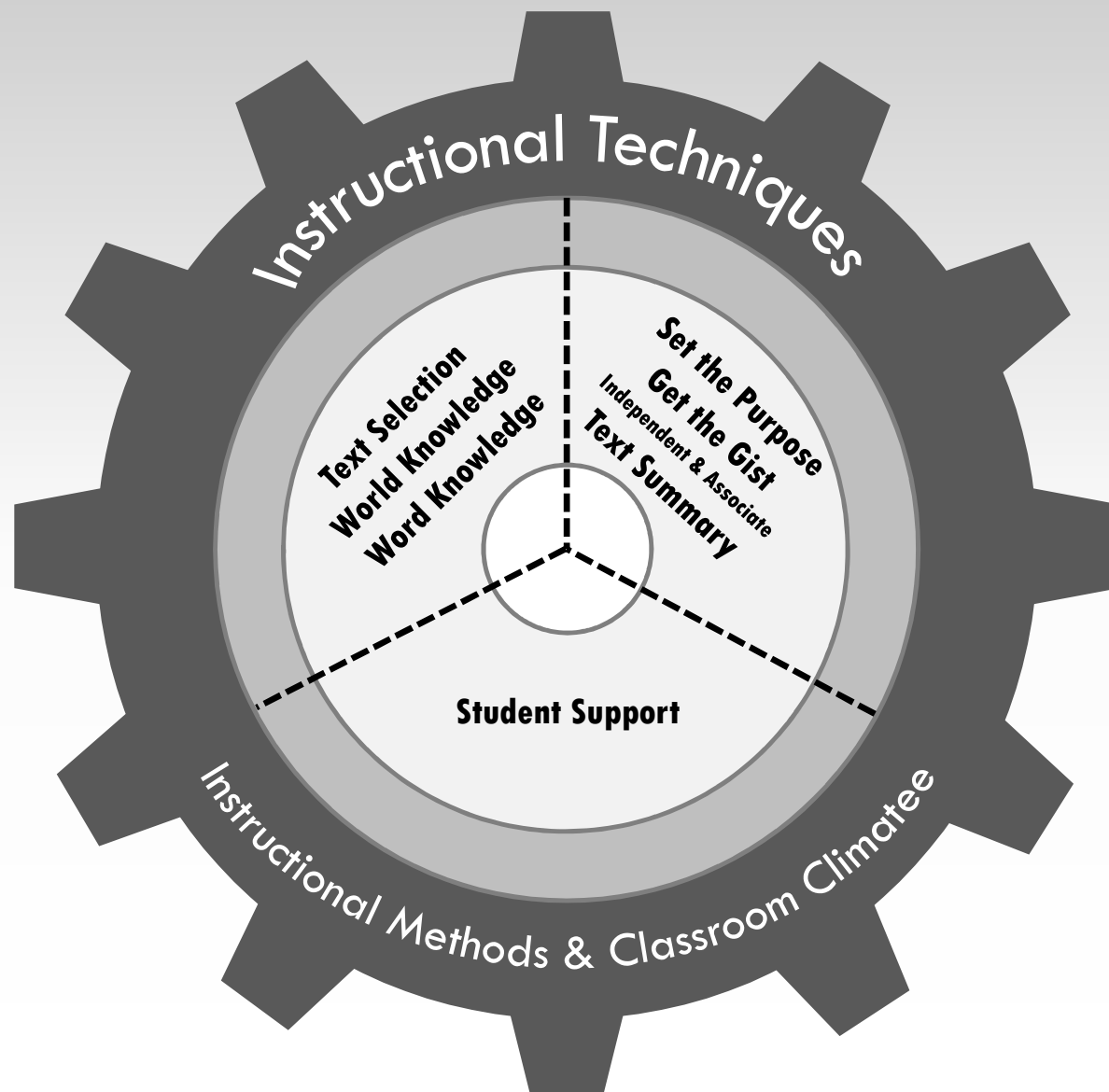
1. When choosing vocabulary words for a given text, it is important to choose:
  - a) Generally useful academic words
  - b) Content specific useful words
  - c) Both A and B
2. True or False: “Fast” words are words that can be easily explained using short definitions and an image.
3. For both Fast and Focus words, it is important to:
  - a) List a few definitions for each word, even if not applicable to the text, so that students get an overall understanding of the word
  - b) Find several images to illustrate the word, even if the images show approximate definitions
  - c) Explicitly link the words to the text
  - d) Ask students if they know what the word means before giving them the definition

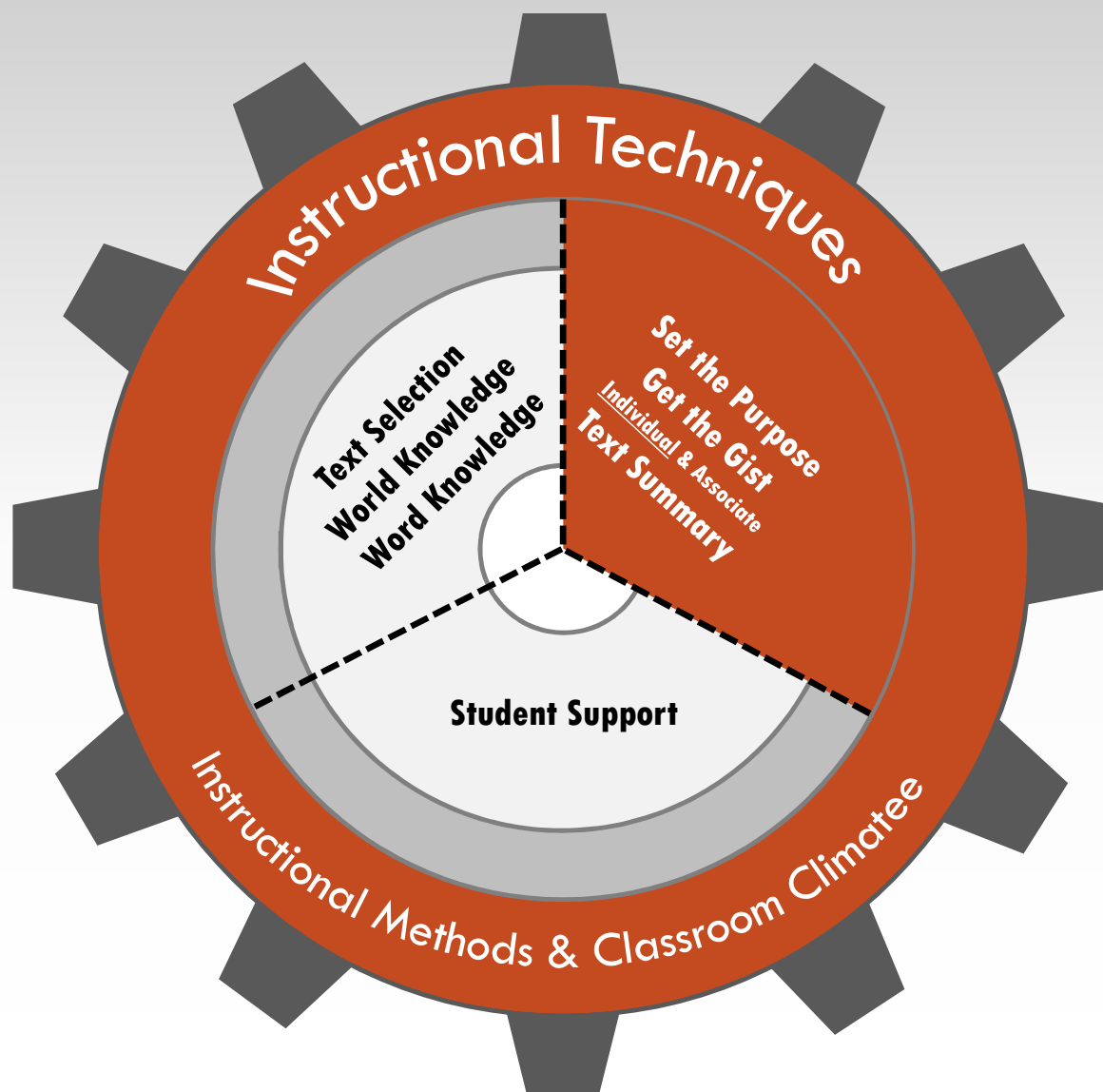


# Part 4: Getting the Gist

- Define the Gist
- Identify all required materials for teaching students to Get the Gist
- Understand the steps for Getting the Gist
- Use the Gist Rubric for evaluation and guidance
- Develop a Purpose Question and write a Text Summary









# 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

# Defining the Gist

---

Explicitly tell students:

**Gist = Main Idea = Central Idea**



# 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.



# Student Materials

## Text

## Gist Log

## Gist Pointers

### CALI TEXT

Section 1

In the 1800s, the Roddy Mountain West area of the USA that now includes Yellowstone National Park was teeming with grey wolves. However, they were considered nuisance predators who killed livestock and therefore were actively hunted down. By the time the National Park was established in 1927, the number of grey wolves had diminished substantially, a trend that continued thanks to a government predator control program that ensured that by 1926, there were none left.

Hoboy missed them until 1929, when environmentalists began noticing that the park's ecosystem was starting to change. Once densely populated with cottonwood and aspen, it had begun to appear dry and barren. Turns out that without the wolves to control them, the elk population in the park had not only ballooned in numbers, but also become fearless. This meant that they consumed everything in sight, including the all-important willows that grew close to the streams.

Section 2

In the 1800s, the Roddy Mountain West area of the USA that now includes Yellowstone National Park was teeming with grey wolves. However, they were considered nuisance predators who killed livestock and therefore were actively hunted down.

By the time the National Park was established in 1927, the number of grey wolves had diminished substantially, a trend that continued thanks to a government predator control program that ensured that by 1926, there were none left. Hoboy missed them until 1929, when environmentalists began noticing that the park's ecosystem was starting to change.

Once densely populated with cottonwood and aspen, it had begun to appear dry and barren. Turns out that without the wolves to control them, the elk population in the park had not only ballooned in numbers, but also become fearless. This meant that they consumed everything in sight, including the all-important willows that grew close to the streams.

Section 3

In the 1800s, the Roddy Mountain West area of the USA that now includes Yellowstone National Park was teeming with grey wolves. However, they were considered nuisance predators who killed livestock and therefore were actively hunted down. By the time the National Park was established in 1927, the number of grey wolves had diminished substantially, a trend that continued thanks to a government predator control program that ensured that by 1926, there were none left. Hoboy missed them until 1929, when environmentalists began noticing that the park's ecosystem was starting to change.

Once densely populated with cottonwood and aspen, it had begun to appear dry and barren. Turns out that without the wolves to control them, the elk population in the park had not only ballooned in numbers, but also become fearless. This meant that they consumed everything in sight, including the all-important willows that grew close to the streams.

Gist Log	
Name:	Date:
<b>Gist Steps</b>	
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.	
<b>Gist Rubric</b>	
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?	
4. Is my Gist Statement approximately 10 words?	
5. Is my Gist Statement provided in one complete sentence?	
<b>Purpose Question</b>	
Section 1	
Who/What	Most important information
	<ul style="list-style-type: none"><li></li><li></li><li></li></ul>
Gist Statement	Score
	1 2 3 4 5
Section 2	
Who/What	Most important information
	<ul style="list-style-type: none"><li></li><li></li><li></li></ul>
Gist Statement	Score
	1 2 3 4 5

### 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? <b>bolded, italicized, underlined, highlighted, large font, different color</b>	Do the text features give me clues? headings, pictures with captions, graphs, charts, tables, maps
---	---	---

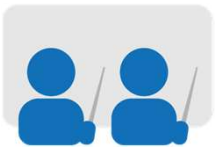
2 Identify the most important information about the who or what.

Are any ideas repeated?	Are any phrases or sentences emphasized? <b>bolded, italicized, underlined, highlighted, large font, different color</b>	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
--	---	---





# Dividing up the text

Divide by section or paragraph

A portion of text is always called a section

The original section breaks may not be appropriate

## Too much text

Sections shouldn't contain too many sentences or lines

## Multiple topics

Section should ideally cover one idea

## Not (clearly) indicated

Section breaks should be indicated on the text

The decision is up to the teacher (but made before starting the lesson)


# Context for Text Example

“How does erosion happen?”

NEWS.ELA

### How does erosion happen?

By National Geographic, adapted by Newsela staff on 10.03.17  
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.gettyimages.com 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.

Water carries away bits of soil and washes away away their banks, and create larger valleys. up into the land, eventually forming the Grand deep and as much as 18 miles wide.



es. Waves crash against shores. They pound Water sometimes washes sand away from y sometimes bore holes that form caves.

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

Context Class Information	Grade	6
	Content Area	Social Studies
	Unit	Global Interconnections: Environmental Changes
	Standard	CT Social Studies Framework <b>INQ 6–8.3.</b> Explain points of agreement experts have about the interpretations and application of disciplinary concepts and ideas associated with a supporting question.
	Class Composition	25 Total Students 6 Students with IEPs (4 – LD, 2 – EBD)
	Reading Levels	400 – 1050L
Text Information	Lexile Level	830L
	Source	NewsELA
	Topic	Erosion

# Section 1

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.

# Gist Step 1

---

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

# 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



# 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?

# Gist Step 1 on Gist Log

---

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



# Gist Step 2

---

Identify the most important information  
about the who or what

# 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



# 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.

Are any ideas repeated?

Are any phrases or sentences emphasized?

Do the text features give me clues?

# Write Short Notes

---

## Instead of Writing:

## Write:

Underline  
key  
information  
and then  
take notes

Erosion is caused by water, wind,  
or ice.

cause = water, wind, ice

Erosion changes the land. For  
example, it makes peaks,  
hoodoos, and rock towers.

changes land

Weathering is a process that turns  
rock into tiny fragments. No rocks  
can resist it.

Weathering =  
breaking down rock

# Gist Step 2 on Gist Log

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

# Gist Step 3

---

Develop a Gist Statement  
that is about 10 words

# 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

# 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"> <li>cause = water, wind, ice</li> <li>changes land</li> <li>weathering = breaking down rock</li> </ul>		
Gist Statement		Score	
		1	2 3



# Gist Step 3 on Gist Log

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

# 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?

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



# Workbook Activity

## 3: Practice Getting the Gist

Let's practice Getting the Gist together with section 2 of "How does erosion happen?"

You'll find section 2 in your workbook on page 22.

We'll use the Gist Log on page 25 to write our Gist Statement.



### Workbook Activity

#### 3: Practice Getting the Gist

Let's practice Getting the Gist together with section 2 of "How does erosion happen?"

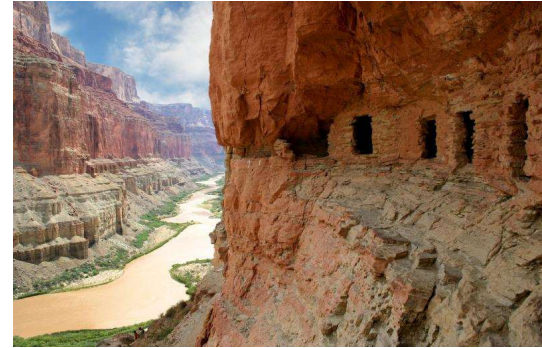
Use the Gist Log on page 24 to write your Gist Statement.

Gist Log	
Name: _____	Date: _____
<b>Gist Steps</b> 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.	<b>Gist Rubric</b> 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: _____	
<b>Section 1</b>	
Who/What <b>erosion</b>	Most Important Information • cause = water, wind, ice • changes land • weathering = breaking down rock
Gist Statement Erosion is caused by water, wind, or ice, and changes how land looks.	Score 1 1 1
<b>Section 2</b>	
Who/What	Most Important Information
	•
Gist Statement	Score
	1 1 1



## 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.



The Colorado River  
running through the  
Grand Canyon.

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.

Erosion By Water



The Colorado River running through the Grand Canyon.

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.

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

Who or what is mentioned frequently?

Are any words or phrases emphasized?

Do the text features give me clues?

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

Erosion By Water



The Colorado River running through the Grand Canyon.

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.

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

Are any ideas repeated?

Are any phrases or sentences emphasized?

Do the text features give me clues?

Section 2			
Who/What	Most Important Information		
water	<ul style="list-style-type: none"><li>major cause of erosion</li><li>rivers → valleys</li><li>waves → change coastlines</li><li>ocean erodes cliffs</li></ul>		
Gist Statement		Score	
		1	2 3

Erosion By Water



The Colorado River running through the Grand Canyon.

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.

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

Is the Gist Statement **paraphrased**?

Is the Gist Statement **about 10 words**?

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

Section 2			
Who/What	Most Important Information		
water	<ul style="list-style-type: none"><li>major cause of erosion</li><li>rivers → valleys</li><li>waves → change coastlines</li><li>ocean erodes cliffs</li></ul>		
Gist Statement		Score	
Moving water changes coastlines and creates valleys through erosion.		1	23



Erosion By Water



The Colorado River running through the Grand Canyon.

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.

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?

Section 2			
Who/What	Most Important Information		
water	<ul style="list-style-type: none"><li>major cause of erosion</li><li>rivers → valleys</li><li>waves → change coastlines</li><li>ocean erodes cliffs</li></ul>		
Gist Statement		Score	
Moving water changes coastlines and creates valleys through erosion.		1 	2 
		3 	



# Workbook Activity

## 4: Evaluate Student Gist Statements

Evaluate sample Gist Statements from section 2 of “How does erosion happen?”

Identify and discuss some challenges that students may have when Getting the Gist.



### Workbook Activity

#### 4: Evaluate Sample Student Gist Statements

Evaluate sample student Gist Statements from section 2 of “How does erosion happen?”

Identify and list some challenges that students may have when Getting the Gist.

#### Section 2

Gist Statement	Score		
The Colorado River is a part of the Grand Canyon and is 1 mile deep.	1	2	3

Gist Statement	Score		
Water erodes seaside cliffs and can form caves.	1	2	3

Gist Statements	Score		
Water causes erosion by rivers making valleys and waves changing coastlines and rain moving bits of rock.	1	2	3



# Workbook Activity

## 5: Get the Gist

Practice Getting the Gist on your own with section 3 of “How does erosion happen?”: Erosion By Wind

You’ll find section 3 in your workbook on page 23.

Use the Gist Log on page 26 to write your Gist Statement.



## Workbook Activity

### 5: Get the Gist

Get the Gist on your own for section 3 of “How does erosion happen?”: Erosion By Wind

Use the Gist Log on page 25 to write your Gist Statement.

Section 3	
Who/What	Most Important Information
	•
Gist Statement	
Score	

Section 4	
Who/What	Most Important Information
	•
Gist Statement	
Score	

Section 5	
Who/What	Most Important Information
	•
Gist Statement	
Score	

Test Summary	



# Hear from Expert CALI Teachers

---

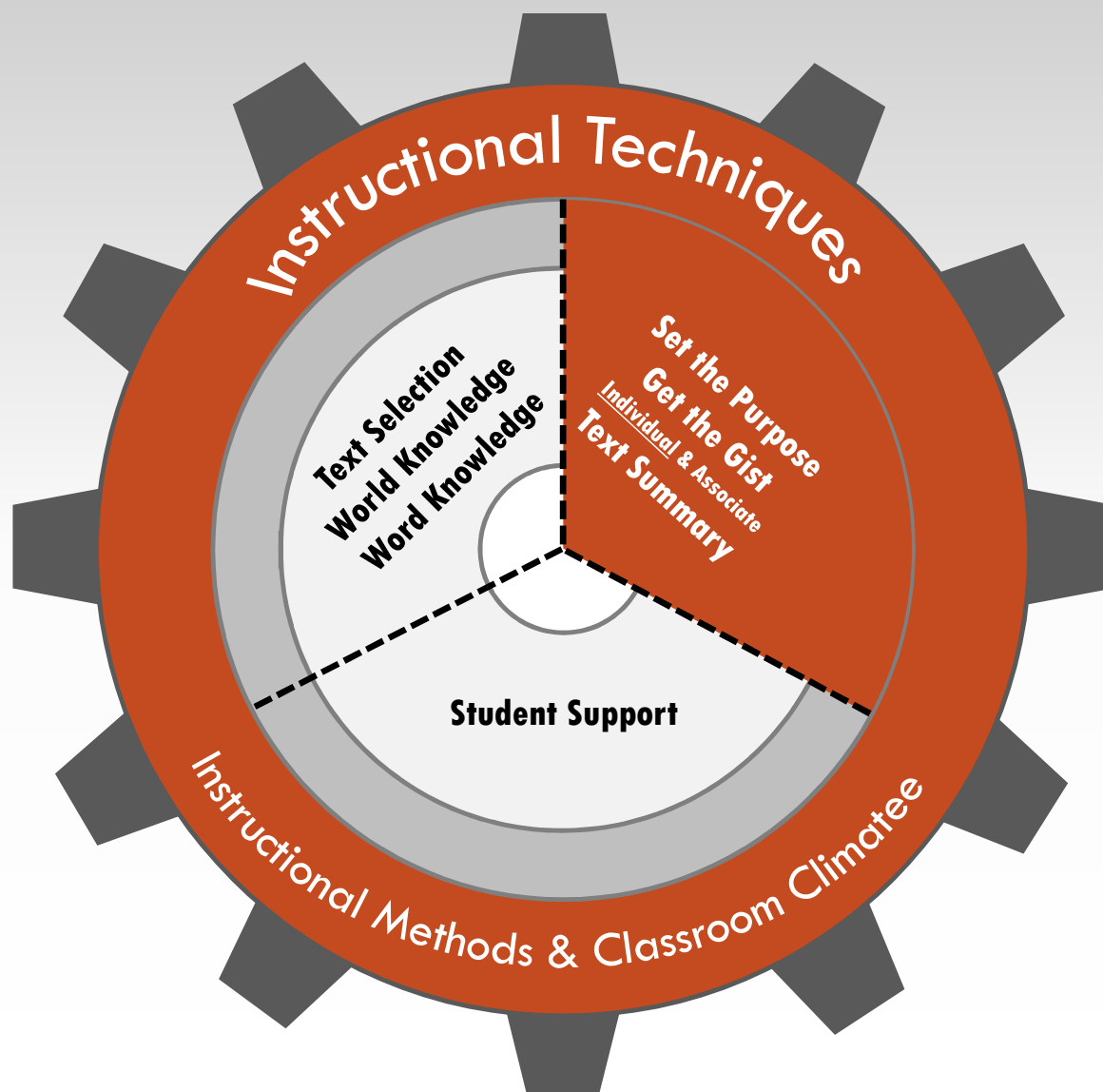
Click to Play



# Check for Understanding: 4A

---

1. Important considerations for dividing CALI texts into sections include:
  - a) One topic per section
  - b) Sections are of manageable length
  - c) Sections are clearly indicated on the text before giving it to students
  - d) All of the above
  
2. If my Gist Statement is 10 words but does not correctly identify *both* who or what the passage is about *and* the most important information about the who or what, how many points should I receive on the Gist Rubric?
  - a) 0
  - b) 1
  - c) 2
  - d) 3
  
3. If my Gist Statement correctly identifies who or what the passage is about and the most important information, but is 15 words long, how many points should I receive on the Gist Rubric?
  - a) 0
  - b) 1
  - c) 2
  - d) 3





# Why is Setting the Purpose important?

## *In Middle School*

## *CALI Solution*

Secondary text is more difficult

The Purpose Question helps focus student attention on key concepts, which reduces the level of difficulty

Many students have difficulty synthesizing complicated concepts

The Purpose Question connects micro- and macro-level text comprehension

Students' Text Summaries often include some (much?) extraneous information


By focusing students on answering the Purpose Question, Text Summaries become more precise

# How the Purpose Question, Gist Statements, and Text Summary Fit Together

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	
<div>Score</div> <div>123</div>	

Section 2

Who/What	Most Important Information
	•
Gist Statement	
<div>Score</div> <div>123</div>	

Section 3

Who/What	Most Important Information
	•
Gist Statement	
<div>Score</div> <div>123</div>	

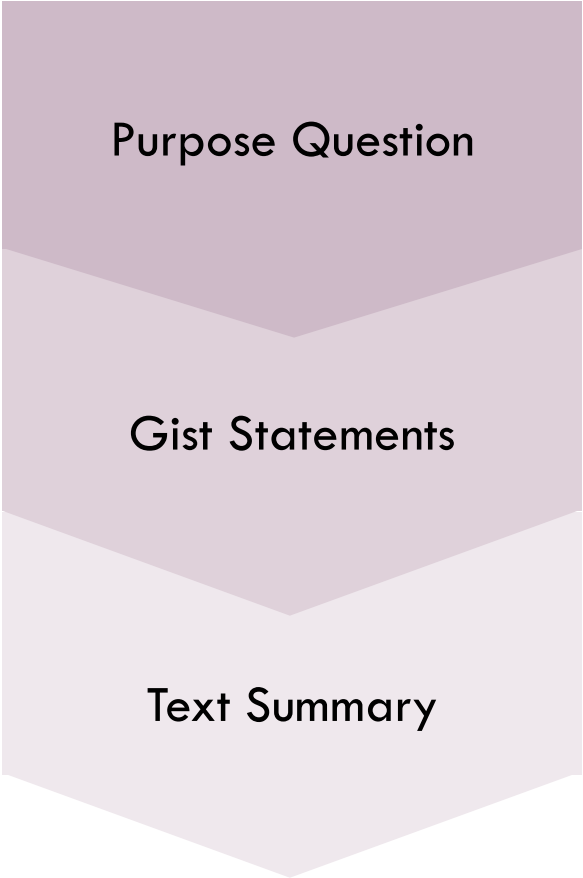
Section 4

Who/What	Most Important Information
	•
Gist Statement	
<div>Score</div> <div>123</div>	

Section 5

Who/What	Most Important Information
	•
Gist Statement	
<div>Score</div> <div>123</div>	

Text Summary





# Purpose Question

# Steps to Develop a Purpose Question

---

1

Write a Gist Statement for each section

2

Choose the most important Gist Statements

3

Turn Gist Statement ideas into questions

# Developing a Purpose Question

---

1 Write a Gist Statement for each section

Writing Gist Statements allows you to:

determine the key points

develop a guide for students

use an “answer key” to evaluate and support

# Developing a Purpose Question

**1** Write a Gist Statement for each section

Section	Gist Statement
1	Erosion is caused by water, wind, or ice, and changes land.
2	Moving water changes coastlines and creates valleys through erosion.
3	Wind can erode land by moving sand, creating dunes and arches.
4	Glaciers carve valleys and basins by dragging pieces of rock.
5	Humans use erosion control to slow erosion, but global warming speeds it up.

# Developing a Purpose Question

## 2 Choose the most important Gist Statements

Section	Gist Statement
1	Erosion is caused by water, wind, or ice, and changes land.
2	Moving water changes coastlines and creates valleys through erosion.
3	Wind can erode land by moving sand, creating dunes and arches.
4	Glaciers carve valleys and basins by dragging pieces of rock.
5	<del>Humans use erosion control to slow erosion, but global warming speeds it up.</del>

# Developing a Purpose Question

## 3 Turn Gist Statement ideas into questions

Erosion is caused by water, wind, or ice, and changes land.

What causes erosion?

Moving water changes coastlines and creates valleys through erosion.

How does moving water change the land?

Wind can erode land by moving sand, creating dunes and arches.

How does wind change the land?

Glaciers carve valleys and basins by dragging pieces of rock.

How do glaciers change the land?

*What causes erosion and how does it change the land?*



# How to Teach: Purpose Question

Explicitly **SAY**  
“This is your purpose  
for reading...”

...and be sure the  
Purpose Question is  
**WRITTEN** on students’  
Gist Logs.

## 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

*What causes erosion and how does it change the land?*

# Text Summary



# Writing the Text Summary

---

## *Criteria*

Synthesizes Gist  
Statements

Is 40 words  
or less

Answers the Purpose  
Question

# Writing the Text Summary

---

Section	Gist Statement
1	Erosion is caused by water, wind, or ice, and changes land.
2	Moving water changes coastlines and creates valleys through erosion.
3	Wind can erode land by moving sand, creating dunes and arches.
4	Glaciers carve valleys and basins by dragging pieces of rock.
5	Humans use erosion control to slow erosion, but global warming speeds it up.

# Writing the Text Summary

---

## Purpose Question

*What causes erosion and how does it change the land?*

## Text Summary

*Erosion caused by water, wind, or ice changes land in many ways. Crashing ocean waves change coastlines. Wind blows to create sand dunes. Glaciers drag pieces of rock to make valleys.*

Purpose Question								
<i>What causes erosion and how does it change the land?</i>								
Section	Gist Statements					Scores		
1	Erosion is caused by water, wind, or ice, and changes land.					1	2	3
2	Moving water changes coastlines and creates valleys through erosion.					1	2	3
3	Wind can erode land by moving sand, creating dunes and arches.					1	2	3
4	Glaciers carve valleys and basins by dragging pieces of rock.					1	2	3
5	Humans use erosion control to slow erosion, but global warming speeds it up.							
Text Summary								
<i>Erosion caused by water, wind, or ice changes land in many ways. Crashing ocean waves change coastlines. Wind blows to create sand dunes. Glaciers drag pieces of rock to make valleys.</i>								





# Check for Understanding: 4B

---

1. Which of the following is NOT a reason for writing the Purpose Question as part of planning for a CALI lesson?
  - a) The Purpose Question focuses students on the information the teacher wants them to learn, making their Text Summaries more precise
  - b) Students can use the Purpose Question to grade each other's Text Summaries.
  - c) The Purpose Question helps students focus on key concepts, reducing the level of text difficulty.
  - d) Because teachers must write Gist Statements to create the Purpose Question, they are better able to evaluate and support students' understanding of the text during the lesson.
2. A Text Summary should be about \_\_\_\_\_ words.
  - a) 10
  - b) 20
  - c) 30
  - d) 40
3. True or False: Text Summaries are always meant to be assigned for homework.

# Part 5: A Full CALI Gist Lesson

- Review what to teach and how to teach during Gist lesson
- Discuss classroom climate strategies
- Identify resources available to assist you in implementation

# Gist Lesson: What to Teach

W&W	PQ	Modeling			Practice		TS
Teach World Knowledge & Word Knowledge	Present the Purpose Question (PQ)	Define the Gist & read the first section aloud	Follow the Gist Steps using Gist Pointers to Get the Gist	Score the Gist Statement using the Gist Rubric	Instruct students to Get the Gist of remaining sections	Instruct students to complete the Text Summary	Discussion of the Text Summary (TS)



# Workbook Activity

## 6: Teaching a Gist Lesson

Without looking, write the steps of a Gist Lesson.

What challenges do you anticipate?



### Workbook Activity

#### 6: Teaching a Gist Lesson

Without looking, write the steps of a Gist Lesson.

- 1.
- 2.
- 3.
- 4.
- 5.

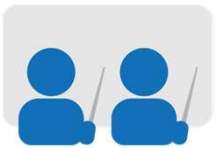
What challenges do you anticipate?





# Gist Lesson: How to Teach

Teach World Knowledge & Word Knowledge	Present the Purpose Question (PQ)	Define the Gist & read the first section aloud	Follow the Gist Steps using Gist Pointers to Get the Gist	Score the Gist Statement using the Gist Rubric	Instruct students to Get the Gist of remaining sections	Instruct students to complete the Text Summary	Discussion of the Text Summary (TS)
<b>W&amp;W</b> <ul style="list-style-type: none"><li>• Use techniques discussed earlier</li><li>• Keep students engaged</li></ul>	<b>PQ</b> <ul style="list-style-type: none"><li>• Explicitly say purpose for reading</li><li>• Write on Gist Log</li></ul>	<b>Modeling</b> <ul style="list-style-type: none"><li>• Use think-alouds</li><li>• Identify and explain pronouns</li><li>• Give proper nouns short, accurate names</li><li>• Write brief notes</li><li>• Emphasize accuracy in scoring</li><li>• Have students copy model on Gist Log</li></ul>		<b>Practice</b> <ul style="list-style-type: none"><li>• Introduce the task and expectations</li><li>• Actively monitor student work</li><li>• Structure the entire CALI lesson to maximize practice time</li></ul>		<b>TS</b> <ul style="list-style-type: none"><li>• Hold short discussion</li><li>• Address points of confusion</li></ul>	



# How to Teach: Modeling Getting the Gist

---

Use  
think-alouds

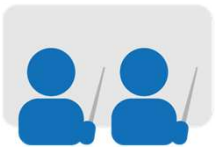
Identify and  
explain  
pronouns

Give proper  
nouns short,  
accurate names

Write brief notes

Emphasize  
accuracy in  
scoring

Have students  
copy model on  
Gist Log



# How to Teach: Student Practice

---

Introduce the task  
and expectations

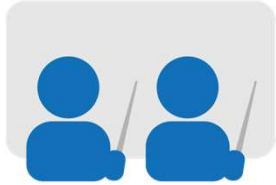
Actively monitor  
student work

Structure the  
entire CALI lesson  
to maximize  
practice time

# Classroom Climate and Resources



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



# Classroom Climate

## *Full CALI Gist Lesson*

**Demonstrate value of and excitement about CALI**

**Maximize structure and predictability by providing weekly practice**

**State and reinforce clear behavior expectations**

**Continuously monitor students' academic behaviors**

Preempt and  
prevent  
behavior  
problems and  
set high  
expectations



# Lesson C Intro

## Individual Gist

Use for first introductory lesson only

Follow the scripted notes if desired



**Words that teachers say are bolded.**

*Things that teachers do are italicized.*

(Things that students say are written inside parentheses.)



# Lesson C Template

## Individual Gist

Use for subsequent lessons

View reminders about  
*how to teach* in the notes

Either pre-fill Gist Log within  
presentation or write on Smart Board



# Planning: Text Selection Criteria

## Covers Key Concepts

- ☐ Supports lesson or unit objective
- ☐ Links to content standards

## Is Comprehensible

- ☐ Average instructional level
- ☐ Few unknown vocabulary words (10%)
- ☐ Obvious organizational structure

## Promotes Student Engagement

- ☐ Manageable length
- ☐ Worthy of a good conversation

## Text Resources:

- [NewsELA.com](http://NewsELA.com)
- [Readworks.org](http://Readworks.org)
- [TweenTribune.com](http://TweenTribune.com)
- [Google News Archive](http://Google News Archive)
- [DogoNews.com](http://DogoNews.com)
- [Izzit.org](http://Izzit.org)
- [Library of Congress](http://Library of Congress)
- [Rewordify.com](http://Rewordify.com)
- [NewsInLevels.com](http://NewsInLevels.com)
- [CommonLit.org](http://CommonLit.org)



# Planning: Gist Statements & Purpose Question

Section 1:

Section 2:

Section 3:

Section 4:

Section 5:

Purpose Question:

*Lesson C Template*

# Getting the Gist

**Individual Gist**



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

# Remember you learned about...

---

Give a quick explanation of how this text connects prior learning and add an image if appropriate

# INSERT CONCEPT

---

- Add some bullet points with information, make a connection to prior learning, add images if appropriate

# INSERT VIDEO

---

Insert link to quick (~2 min.) video

# Words to Know

---

## **Fast Words**

- Insert a bulleted list of ALL Fast Words

## **Focus Words**

- Insert a bulleted list of ALL Focus Words

# INSERT FAST WORD

---

INSERT SHORT DEFINITION

INSERT THE SENTENCE FROM  
THE TEXT OR DESCRIBE ITS USE

# INSERT FOCUS WORD

---

INSERT SHORT DEFINITION

INSERT THE SENTENCE FROM  
THE TEXT OR DESCRIBE ITS USE  
IN THE TEXT



# INSERT FOCUS WORD (CONTINUED)

---

INSERT EXAMPLE OR NON-EXAMPLE

# INSERT FOCUS WORD (CONTINUED)

---

INSERT EXAMPLE OR NON-EXAMPLE

# INSERT FOCUS WORD (CONTINUED)

---

Insert question to check for understanding: If [example], is that [word]? Why? If [text-related example], is that [word]? Why?

# Purpose Question

---

*Why are we reading this?*

INSERT PURPOSE QUESTION HERE

# Gist: What is it?

Gist = Main Idea = Central Idea



# Materials

## Text

### CALI TEXT

#### Section 1

In the 1800s, the Rocky Mountain West area of the USA that now includes Yellowstone National Park was teeming with gray wolves. However, they were considered nuisance predators who killed livestock and therefore were actively hunted down. By the time the National Park was established in 1827, the number of gray wolves had diminished substantially, a trend that continued thanks to a government predator control program that ensured that by 1926, there were none left.

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

#### Section 2

In the 1800s, the Rocky Mountain West area of the USA that now includes Yellowstone National Park was teeming with gray wolves. However, they were considered nuisance predators who killed livestock and therefore were actively hunted down.

By the time the National Park was established in 1827, the number of gray wolves had diminished substantially, a trend that continued thanks to a government predator control program that ensured that by 1926, Nobody missed them until 1929, when environmentalists began noticing that the park's ecosystem was starting to change.

Once densely populated with cottonwood and aspen, it had begun to appear dry and barren. Turns out that without the wolves to control them, the elk population in the park had not only ballooned in numbers, but also become fearless. This meant that they consumed everything in sight, including the all-important willows that grew close to the streams.

#### Section 3

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Once densely populated with cottonwood and aspen, it had begun to appear dry and barren. Turns out that without the wolves to control them, the elk population in the park had not only ballooned in numbers, but also become fearless. This meant that they consumed everything in sight, including the all-important willows that grew close to the streams.

## Gist Log

Gist Log	
Name: _____	Date: _____
<b>Gist Steps</b>	<b>Gist Rubric</b>
1. Identify <b>who</b> or <b>what</b> the section is mostly about.	1. Does my Gist Statement identify who/what the passage was about?
2. Identify the most important information about the who or what.	2. Does my Gist Statement identify <i>only</i> the most important information about the who/what?
3. Develop a Gist Statement that is about 10 words.	3. Is my Gist Statement paraphrased, about 10 words, and written in one complete sentence?
<b>Purpose Question</b>	
<b>Section 1</b>	
<b>Who/What</b>	<b>Most Important Information</b>
	•
<b>Gist Statement</b>	<b>Score</b>
	1 2 3
<b>Section 2</b>	
<b>Who/What</b>	<b>Most Important Information</b>
	•
<b>Gist Statement</b>	<b>Score</b>
	1 2 3

## Gist Pointers

Gist Pointers		
<b>1 Identify who or what the section is mostly about.</b>		
Who or what is <b>mentioned frequently</b> ? Count pronouns!	Are any words or phrases <b>emphasized</b> ? <b><u>bolded</u></b> , <b><u>italicized</u></b> , <b><u>underlined</u></b> , highlighted, large font, <b>different color</b>	Do the <b>text features</b> give me clues? headings, pictures with captions, graphs, charts, tables, maps
<b>2 Identify the most important information about the who or what.</b>		
Are any ideas <b>repeated</b> ?	Are any phrases or sentences <b>emphasized</b> ? <b><u>bolded</u></b> , <b><u>italicized</u></b> , <b><u>underlined</u></b> , highlighted, large font, <b>different color</b>	Do the <b>text features</b> give me clues? headings, pictures with captions, graphs, charts, tables, maps
<b>3 Develop a Gist Statement that is <b>about</b> 10 words.</b>		
Is the Gist Statement <b>paraphrased</b> ? written in your own words & not copied from the text	Is the Gist Statement <b>about 10 words</b> ? between 8 and 13 words	Is the Gist Statement written in <b>one complete sentence</b> ? one complete statement with capitalization at the beginning and punctuation at the end

# Follow the 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.

# Section 1



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



INSERT SECTION 1 OF TEXT HERE

INSERT SECTION 1 OF TEXT

### 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

Who or what is  
**mentioned  
frequently?**

Are any  
words or phrases  
**emphasized?**

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

Section 1			
Who/What	Most Important Information		
INSERT WHO or WHAT HERE			
Gist Statement		Score	
		1	2
		3	

INSERT SECTION 1 OF TEXT

### 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

Are any ideas  
**repeated?**

Are any phrases  
or sentences  
**emphasized?**

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

Section 1			
Who/What	Most Important Information		
INSERT WHO or WHAT HERE	• INSERT BULLETED NOTES HERE		
Gist Statement		Score	
		1	2
		3	

INSERT SECTION 1 OF TEXT

### 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

Is the Gist  
Statement  
**paraphrased?**

Is the Gist  
Statement **about**  
**10 words?**

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

Section 1				
Who/What	Most Important Information			
INSERT WHO or WHAT HERE	• INSERT BULLETED NOTES HERE			
Gist Statement		Score		
INSERT GIST STATEMENT HERE		1	2	3

INSERT SECTION 1 OF TEXT

## 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?

Section 1			
Who/What	Most Important Information		
INSERT WHO or WHAT HERE	• INSERT BULLETED NOTES HERE		
Gist Statement		Score	
INSERT GIST STATEMENT HERE	1 #	2 #	3 #

# It's Your Turn!

---

Read the next sections.

Follow the Gist Steps to Get the Gist of each section.

Score your Gist Statements with the Gist Rubric.

Using your Gist Statements, write a Text Summary that answers the Purpose Question.

# Let's Wrap Up

---

INSERT PURPOSE QUESTION HERE

# Lesson C Template in Action

When rivers end in an ocean or a lake, they might form a delta. Deltas are wide wetlands at the mouth of the river.

Rivers carry little bits of solid material , like sand or gravel and tiny rocks. This is called sediment. When the river meets the ocean or a lake, the sediment falls to the river bottom.

Over time, the sediment builds up and forms extra land. This land splits the river into many smaller ones. From above, these smaller rivers look like tree branches reaching toward the sea.

The lighter sediment is carried outside of the mouth of the river. This sediment is called silt. Silt is rich in nutrients that help plants grow. As silt builds up, new land is formed. This new land is the delta.

Like most wetlands, deltas are home to many different plants and animals. Plants such as lilies and hibiscus grow in deltas. Herbs used in traditional medicines grow here too. Many animals live in the shallow delta waters. Fish, oysters, birds, insects and sometimes even tigers and bears can be found here.

**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

Are any ideas  
repeated?

Are any phrases or  
sentences  
emphasized?

Do the  
text features give  
me clues?

Section 1				
Who/What	Most Important Information			
Deltas	<ul style="list-style-type: none"><li>• Land made from sediment</li><li>• River mouth</li></ul>			
Gist Statement		Score		
		1	2	3



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# Check for Understanding: 5

---

1. Which of the following would NOT be a CALL-recommended practice for modeling Getting the Gist
  - a) Taking notes in complete sentences
  - b) Drawing a line from pronouns to their referents
  - c) Purposely writing inaccurate Gist Statements and scoring yourself appropriately
  - d) “Thinking aloud” while deciding what the section is mostly about
  
2. \_\_\_\_\_ is the most important part of the Gist process, so class time for this step should be maximized in the CALL lesson.
  - a) World & Word Knowledge
  - b) Setting the Purpose
  - c) Modeling
  - d) Gist Practice

# Quick Reference Guide

Use to help with **planning**  
and **implementation**

## Quick Reference Guide

PD C – Comprehension with Gist and Purpose (Getting the Gist & Setting the Purpose)

Overview of a Gist Lesson: **What to Teach** & **How to Teach**

Teach World Knowledge & Word Knowledge	Present the Purpose Question (PQ)	Define the Gist & read the first section aloud	Follow the Gist Steps using Gist Pointers to Get the Gist	Score the Gist Statement using the Gist Rubric	Instruct students to Get the Gist of remaining sections	Instruct students to complete the Text Summary	Discussion of the Text Summary (TS)
<b>W&amp;W</b>	<b>PQ</b>	<b>Modeling</b>		<b>Practice</b>		<b>TS</b>	
<ul style="list-style-type: none"> <li>Continue using techniques from PD B</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly say purpose for reading</li> <li>Write on Gist Log</li> </ul>	<ul style="list-style-type: none"> <li>Use think-alouds</li> <li>Identify and explain pronouns</li> <li>Give proper nouns short, accurate names</li> <li>Write brief notes</li> <li>Emphasize accuracy in scoring</li> <li>Have students copy model on Gist Log</li> </ul>		<ul style="list-style-type: none"> <li>Introduce the task and expectations</li> <li>Actively monitor student work</li> <li>Structure the entire CALI lesson to maximize practice time</li> </ul>		<ul style="list-style-type: none"> <li>Hold short discussion</li> <li>Address points of confusion</li> </ul>	

### 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.

### Purpose Question

- 1 Write Gist Statements for each section
- 2 Choose the most important Gist Statements
- 3 Turn Gist Statement ideas into a question

### Text Summary

- 1 Synthesizes Gist Statements
- 2 Is 40 words or less
- 3 Answers the Purpose Question

# Materials Guide

## Teaching Materials

Teachers use to present information to class, support Modeling, or give Student Practice instructions.

## Student Materials

Students use to guide work during CALI or complete CALI activities.

## Resources

Teachers use to assist in planning, implementing, and/or reflecting on lesson.

### Materials Guide

PDC – Comprehension with Gist and Purpose (Getting the Gist & Setting the Purpose)



Teaching Materials

Lesson C Intro



Lesson C Template





Student Materials

Gist Log & Text



Gist Pointers





Resources

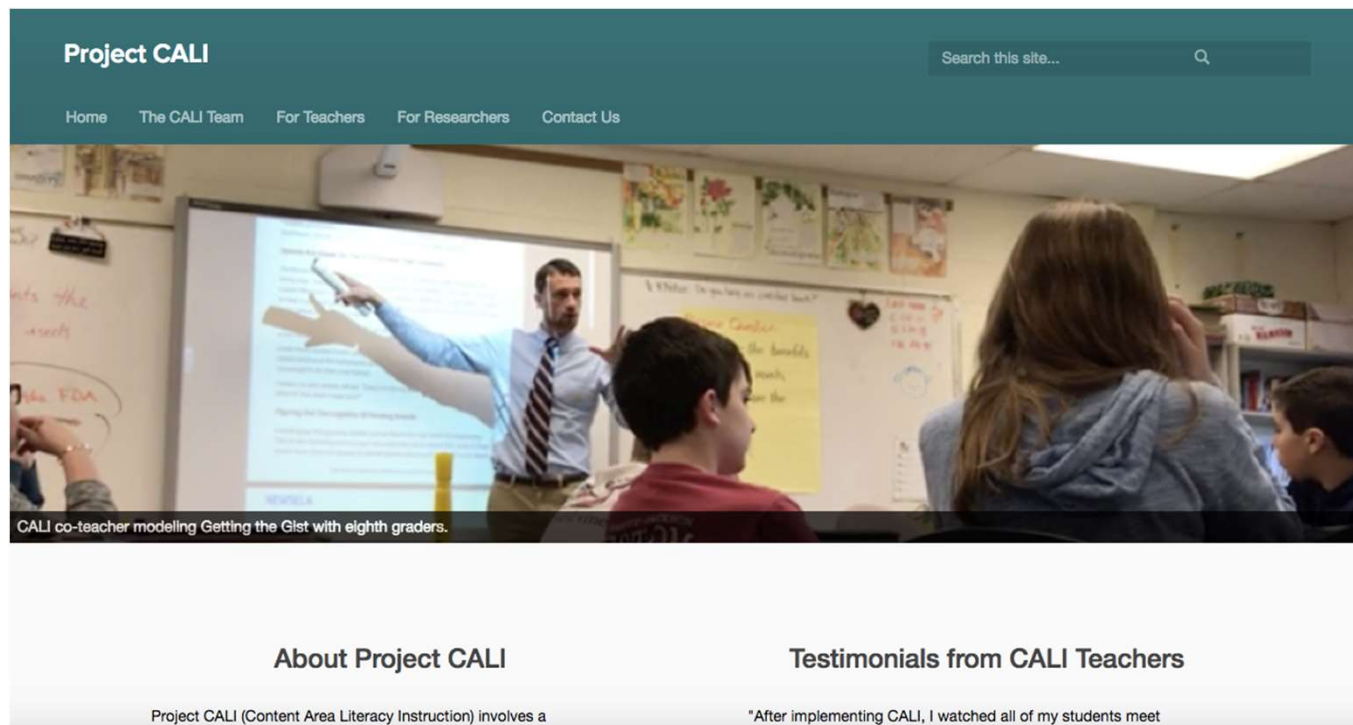
Quick Reference Guide



Implementation Checklist



# Project CALI Materials



## Login Instructions:

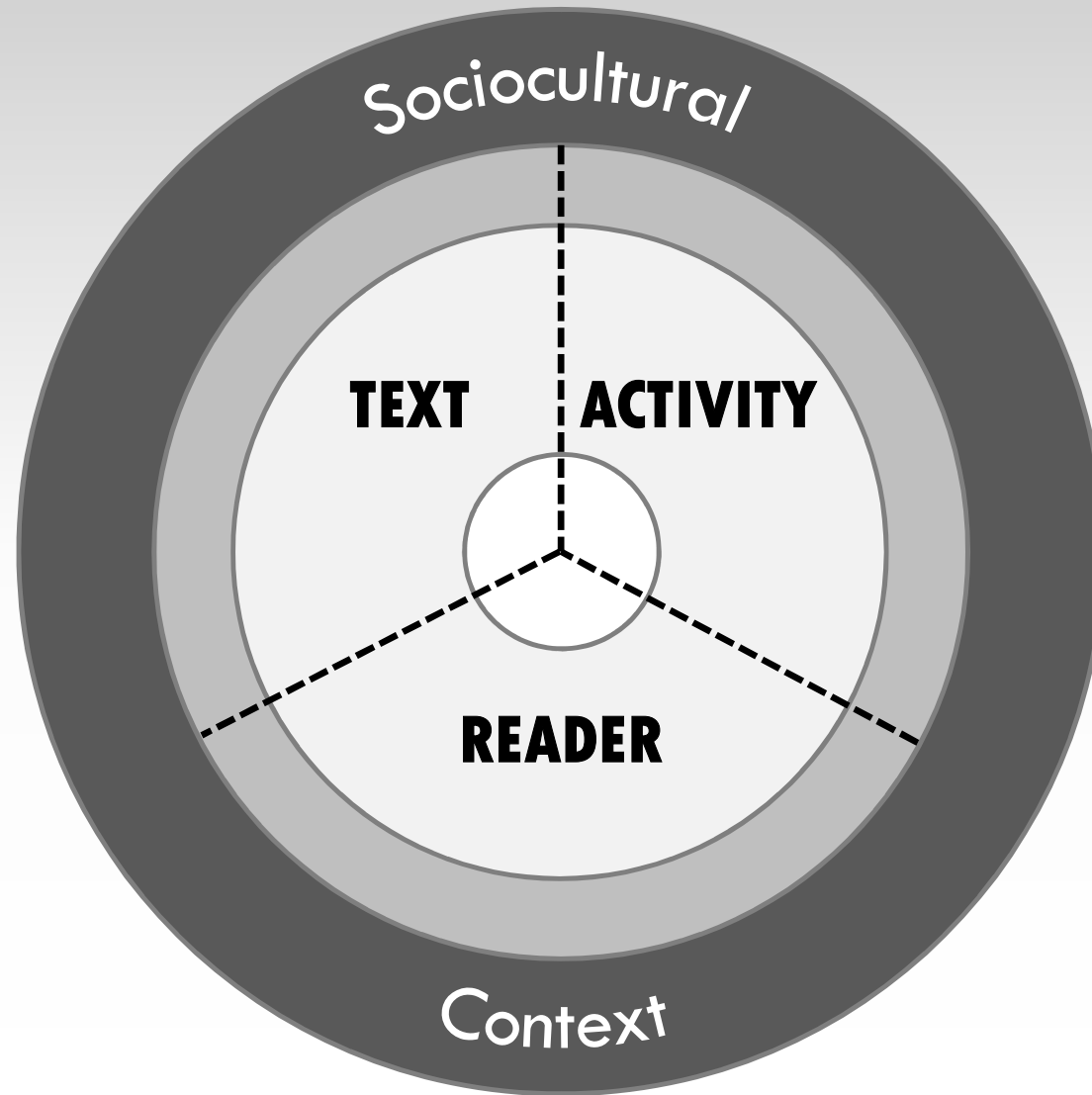
- Navigate to [devinkearns.org/cali](http://devinkearns.org/cali)
- Enter password: **projectcali**
- Click *CALI Materials* to access training materials

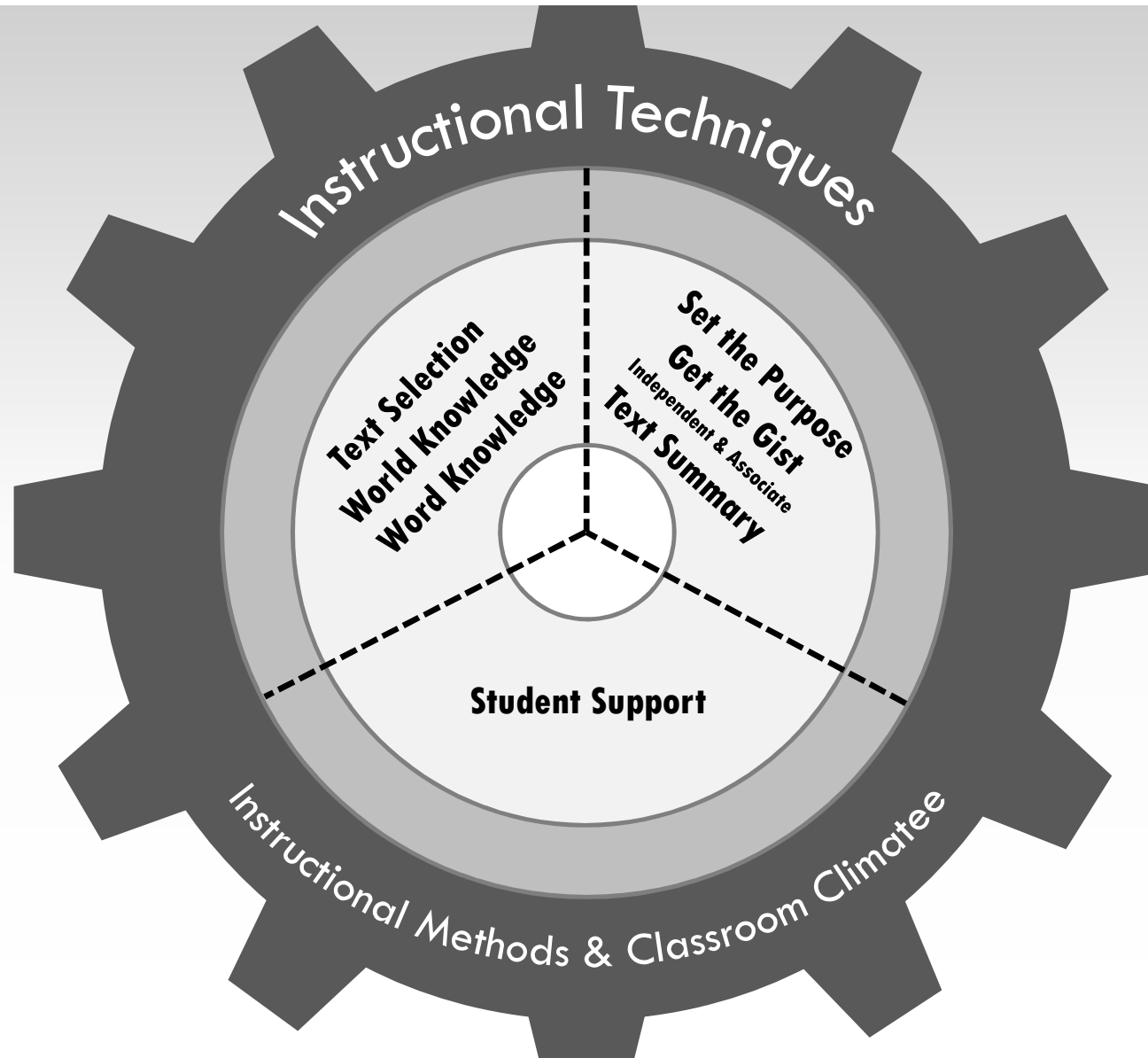


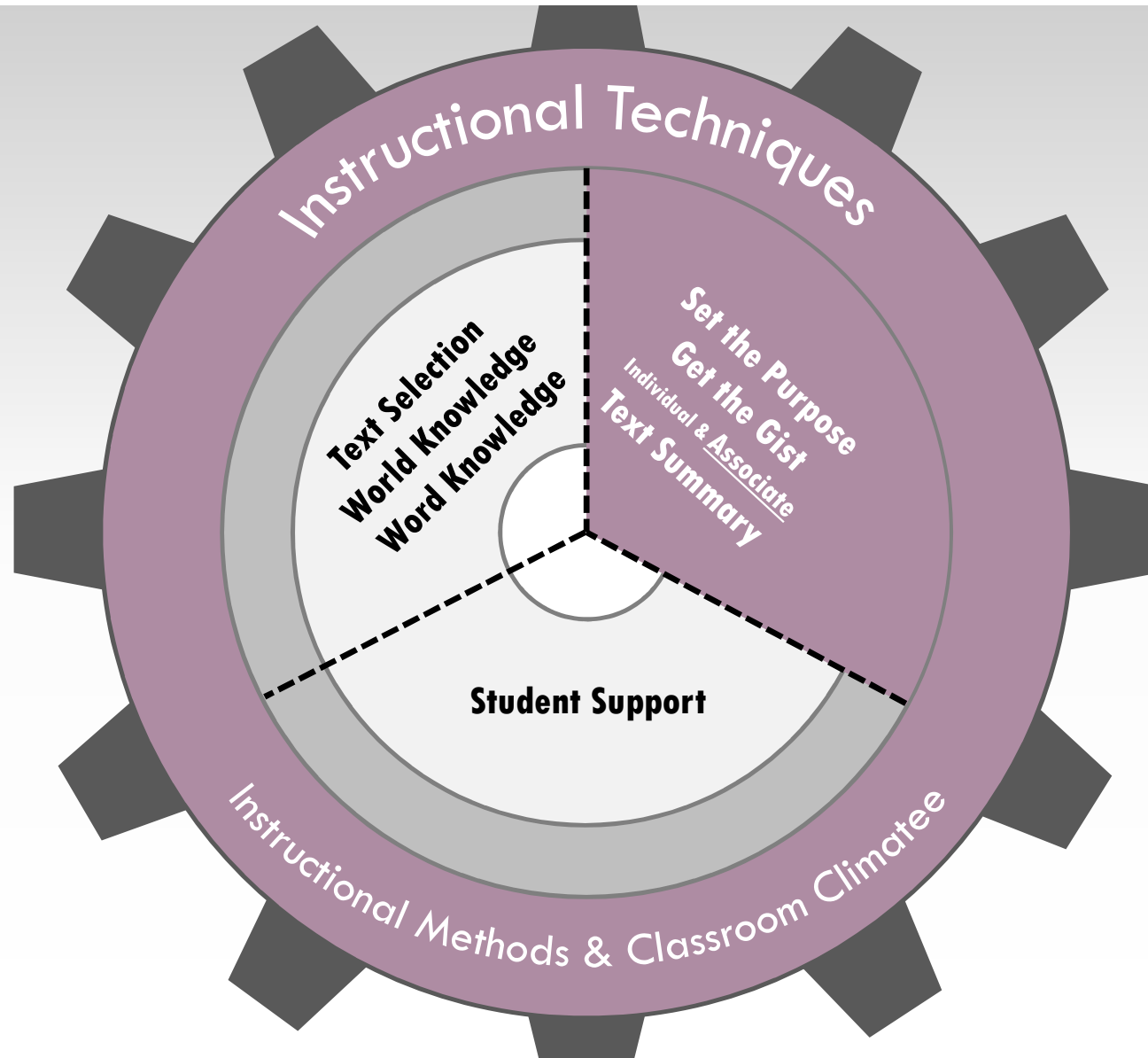
**Don't forget  
the A**

# Part 6: Gist with Associates

- Select Associate pairs
- Assign Associate responsibilities
- Use the Leading Associate Card











# Why Is Associate Gist Important?

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*In Middle School*

Some students struggle  
with Getting the Gist  
on their own

*CALI Solution*

Associate Gist provides a  
structured routine for peer-  
mediated instruction with  
strategically chosen partners

# 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 (9)

**4**

Adjust pairings based on compatibility, etc.

**5**

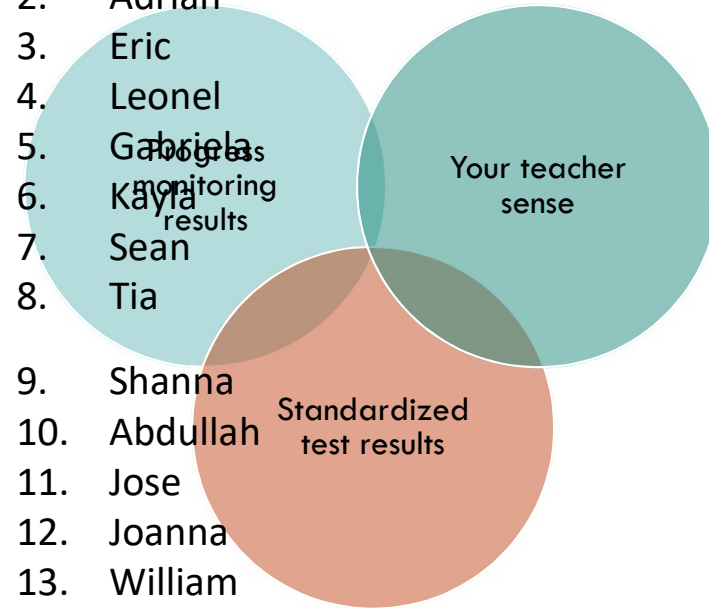
Limit great discrepancies between two students

# Creating Associate Pairs

## Steps to Create Associate Pairs

### 1. Rank students

1. Jayda
2. Adrian
3. Eric
4. Leonel
5. Gabriela
6. Kayla
7. Sean
8. Tia
9. Shanna
10. Abdullah
11. Jose
12. Joanna
13. William
14. Noah
15. Alexis
16. Chris



# Creating Associate Pairs

---

## Steps to Create Associate Pairs

1. Rank students
2. Divide class at the median point

1. Jayda
2. Adrian
3. Eric
4. Leonel
5. Gabriela
6. Kayla
7. Sean
8. Tia

- 
9. Shanna
  10. Abdullah
  11. Jose
  12. Joanna
  13. William
  14. Noah
  15. Alexis
  16. Chris

# Creating Associate Pairs

---

## Steps to Create Associate Pairs

1. Rank students
2. Divide class at the median point
3. Match top high performing student (1) with top low performing student (9)

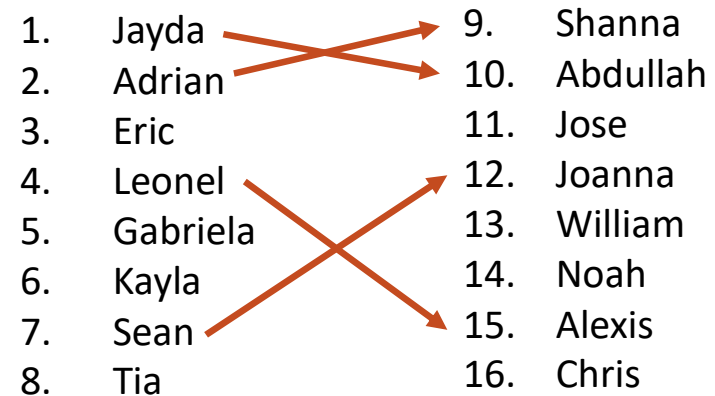
1. Jayda
2. Adrian
3. Eric
4. Leonel
5. Gabriela
6. Kayla
7. Sean
8. Tia

- 
9. Shanna
  10. Abdullah
  11. Jose
  12. Joanna
  13. William
  14. Noah
  15. Alexis
  16. Chris

# Creating Associate Pairs

## Steps to Create Associate Pairs

1. Rank students
2. Divide class at the median point
3. Match top high performing student (1) with top low performing student (9)
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# Creating Associate Pairs

## Steps to Create Associate Pairs

1. Rank students
2. Divide class at the median point
3. Match top high performing student (1) with top low performing student (9)
4. Adjust pairings based on compatibility, etc.
5. Limit great discrepancies between two students

1. Jayda
2. Adrian
3. Eric
4. Leonel
5. Gabriela
6. Kayla
7. Sean
8. Tia

9. Shanna
10. Abdullah
11. Jose
12. Joanna
13. William
14. Noah
15. Alexis
16. Chris



# Associate Roles & Expectations

## Leading Associate

follows the Leading Associate Card  
follows along during reading  
provides help if needed

## Reading Associate

follows directions  
reads loudly enough  
asks for help if needed

## All Associates

use respectful  
dialogue

contribute ideas to Joint  
Gist Statement














complete Joint Gist  
Log





# Leading Associate Card

Students will use the Leading Associate Card as a guide to Get the Gist with an Associate.

Leading Associate Card	
Read the section aloud. I can help with difficult words if you need it.	 and 
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 <b>about</b> 10 words. Remember to paraphrase and write a complete sentence. Work quickly.	<div>If  , go on</div> <div>If  , help</div> <div>  </div>
Read your Gist Statement. Then I'll read mine.	 then 
Let's work together to write the Joint Gist Statement.	  and 
For the next section, you'll be the Leading Associate.	



# Joint Gist Log

Students will complete the Joint Gist Log as they Get the Gist of a text with an Associate.

Joint Gist Log		
Name: _____ My Associate's Name: _____ Date: _____		
Text: _____		
Purpose Question		
Section	Individual Gist Statement	Joint Gist Statement
1		
2		
3		
4		
5		
Text Summary		

# Associate Gist Lesson: What to Teach

W&W	PQ	Modeling		Practice			TS
Teach World Knowledge & Word Knowledge (W&W)	Present the Purpose Question (PQ)	Define the Gist	Teacher models with student using the Leading Associate Card for the first section	Assign Associate pairs	Instruct students to Get the Gist of remaining sections with an Associate	Instruct students to complete the Text Summary	Discussion of the Text Summary (TS)



# Associate Gist Lesson: How to Teach

Teach World Knowledge & Word Knowledge (W&W)

Present the Purpose Question (PQ)

Define the Gist

Teacher models with student using the Leading Associate Card for the first section

Assign Associate pairs

Instruct students to Get the Gist of remaining sections with an Associate

Instruct students to complete the Text Summary

Discussion of the Text Summary (TS)

## W&W

- Continue using techniques
- Keep students engaged

## PQ

- Explicitly say purpose for reading
- Write on Gist Log

## Modeling

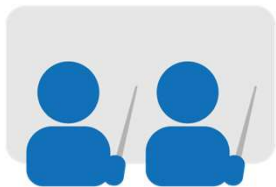
- Continue using techniques from Individual Gist (e.g., pronouns, proper nouns)
- Use think-alouds
- Model respectful dialogue
- Challenge your Associate
- Have students copy model on log
- Maintain a snappy pace

## Practice

- Introduce the task and expectations
- Actively monitor student work
- Structure the entire CALI lesson to maximize practice time

## TS

- Hold short discussion
- Address points of confusion



# How to Teach: Team Teaching

## *Modeling Associate Gist*

### Use Think-Alouds

*Talk about how the Gist Pointers are used to complete the Gist Steps*

Students benefit from continued examples of using the gist pointers to follow the Gist Steps.

### Model Respectful Dialogue

*Show students how to use language that shows disagreement but is still polite.*

Partner work may be a challenge for students who have trouble staying focused or working with others.

### Challenge your Associate

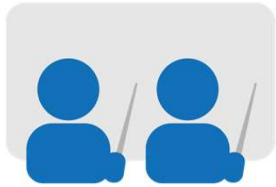
*Purposely create differing Gist Statements, discuss your reasoning for writing your Gist, and model how to negotiate to create a Joint Gist Statement.*

Students may initially be uncomfortable defending their decisions or expressing any disagreement.

### Maintain a Snappy Pace

*Follow the Leading Associate Card swiftly, as you would want to students to do. Model disagreement and negotiation once or twice and for limited time.*

Modeling refines student understanding, but students learn most when they practice.



# How to Teach

---

## *Student Practice*

Introduce the task and  
set expectations

Actively monitor  
student work using  
the Associate Gist  
Monitoring Checklist

Structure the entire  
CALI lesson to  
maximize practice  
time

# Context for Text Example

## “The Persian Empire”

### The Persian Empire

By USHistory.org, adapted by Newsela staff  
08/03/2017

#### The Persian Empire

The Persian Empire stretched from Egypt in North Africa to Turkey in Eastern Europe. It included Mesopotamia in the Middle East, and went as far as the Indus River in Asia.

Persia is also known as ancient Iran. Iran is now just a country in the Middle East. But by 480 B.C., it was the largest empire the world had ever seen. It was even greater than the empire that came before it, Assyria.


In 539 B.C., King Cyrus decided to expand the boundaries of Persia. He began by conquering Babylon, the major city of Mesopotamia. Unlike Assyrian kings, who were cruel to the people they ruled, Cyrus was known for his mercy.

#### Kind King Cyrus


One example was how he treated the Hebrews, who had been captives in Babylon for over 50 years. He allowed them to return to the holy city of Jerusalem instead of forcing them into slavery. He returned sacred items that were stolen from them and allowed them to build a capital and a temple. Cyrus also allowed the Hebrews to continue living and worshipping as they chose.

Cyrus's generosity toward the Jews was not a one-time event. Compared to other rulers, he and the leaders after him were gentler to people they conquered. Persian rulers cooperated with local governments and did not get much involved in matters that did not directly affect their rule. They also respected local traditions. They even followed some of the religious practices of the people they conquered.

Rather than destroy local economies for their own gain, the Persians worked to increase trade throughout their kingdom. They soon made everyone use the same system of weights, official coins and laws.



Map of the Persian Empire in 490 B.C.



Cyrus, king of Persia.

10 percent tax on food and goods had to pay one fifth of what they earned which were quite rich but had never been

486 B.C.) — created a system of enough that it was copied later by other

peoples in the empire. The Persians overseen by governors. They gave land to soldiers also had to send soldiers to join the Persians, simply remained struggling

mile-long royal road from the city there were many places to stay supplies.

Context Class Information	Grade	7
	Content Area	Social Studies (World History)
	Unit	Ancient Egypt
	Standard	CT Social Studies Framework <b>INQ 6–8.8.</b> Identify evidence that draws information from multiple sources to support claims noting evidentiary limitations.
	Class Composition	23 Total Students 5 Students with IEPs (3 – LD, 2 – EBD)
Text Information	Reading Levels	300-1400L
	Lexile Level	800L
	Source	NewsELA
	Topic	Ancient Persian Empire

# Section 1



# The Persian Empire

The Persian Empire stretched from Egypt in North Africa to Turkey in Eastern Europe. It included Mesopotamia in the Middle East, and went as far as the Indus River in Asia.

Persia is also known as ancient Iran. Iran is now just a country in the Middle East. But by 480 B.C., it was the largest empire the world had ever seen. It was even greater than the empire that came before it, Assyria.

In 539 B.C., King Cyrus decided to expand the boundaries of Persia. He began by conquering Babylon, the major city of Mesopotamia. Unlike Assyrian kings, who were cruel to the people they ruled, Cyrus was known for his mercy.

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



# The Persian Empire

The Persian Empire stretched from Egypt in North Africa to Turkey in Eastern Europe. It included Mesopotamia in the Middle East, and went as far as the Indus River in Asia.

Persia is also known as ancient Iran. Iran is now just a country in the Middle East. But by 480 B.C., it was the largest empire the world had ever seen. It was even greater than the empire that came before it, Assyria.


In 539 B.C., King Cyrus decided to expand the boundaries of Persia. He began by conquering Babylon, the major city of Mesopotamia. Unlike Assyrian kings, who were cruel to the people they ruled, Cyrus was known for his mercy.


	Individual Gist Statement
1	The Persian Empire stretched from Egypt to Turkey, including Mesopotamia and the Indus River.


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.  
Remember to paraphrase and write a complete sentence. Work quickly.

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

If , go on

If , help



 then

	Individual Gist Statement
1	In 480 B.C., the Persian Empire was the largest worldwide due to King Cyrus' expansion.

# The Persian Empire

The Persian Empire stretched from Egypt in North Africa to Turkey in Eastern Europe. It included Mesopotamia in the Middle East, and went as far as the Indus River in Asia.


Persia is also known as ancient Iran. Iran is now just a country in the Middle East. But by 480 B.C., it was the largest empire the world had ever seen. It was even greater than the empire that came before it, Assyria.

In 539 B.C., King Cyrus decided to expand the boundaries of Persia. He began by conquering Babylon, the major city of Mesopotamia. Unlike Assyrian kings, who were cruel to the people they ruled, Cyrus was known for his mercy.

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

	Individual Gist Statement
1	The Persian Empire stretched from Egypt to Turkey, including Mesopotamia and the Indus River.

Joint Gist Statement
The ancient Persian Empire, expanded by King Cyrus, was the largest of its time.



	Individual Gist Statement
1	In 480 B.C., the Persian Empire was the largest worldwide due to King Cyrus' expansion.

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





# Hear from Expert CALI Teachers

---

Click to Play



# Lesson D Template

## Associate Gist

Use for next lessons

View reminders about  
*how to teach* in the notes

Either pre-fill Gist Log within  
presentation or write on Smart Board



# Planning: Text Selection Criteria

---

## Covers Key Concepts

- ☐ Supports lesson or unit objective
- ☐ Links to content standards

## Is Comprehensible

- ☐ Average instructional level
- ☐ Few unknown vocabulary words
- ☐ Obvious organizational structure

## Promotes Student Engagement

- ☐ Manageable length
- ☐ Worthy of a good conversation

[illegible]

# Planning: Gist Statements & Purpose Question

Section 1:

Section 2:

Section 3:

Section 4:

Section 5:

Purpose Question:



# Getting the Gist

Associate Gist

**INSERT TITLE OF TEXT HERE**

# World & Word Knowledge Slides

---

# Purpose Question

---

Why are we reading this?

INSERT PURPOSE QUESTION HERE

# Gist: What is it?

---

Gist = Main Idea = Central Idea



# Materials

## Text

### CALI TEXT

#### Section 1

In the 1800s, the Rocky Mountain West area of the USA that now includes Yellowstone National Park was teeming with gray wolves. However, they were considered nuisance predators who killed livestock and therefore were actively hunted down. By the time the National Park was established in 1827, the number of gray wolves had diminished substantially, a trend that continued thanks to a government predator control program that ensured that by 1926, there were none left.

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

#### Section 2

In the 1800s, the Rocky Mountain West area of the USA that now includes Yellowstone National Park was teeming with gray wolves. However, they were considered nuisance predators who killed livestock and therefore were actively hunted down.

By the time the National Park was established in 1827, the number of gray wolves had diminished substantially, a trend that continued thanks to a government predator control program that ensured that by 1926, there were none left Nobody missed them until 1929, when environmentalists began noticing that the park's ecosystem was starting to change.

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#### Section 3










In the 1800s, the Rocky Mountain West area of the USA that now includes Yellowstone National Park was teeming with gray wolves. However, they were considered nuisance predators who killed livestock and therefore were actively hunted down. By the time the National Park was established in 1827, the number of gray wolves had diminished substantially, a trend that continued thanks to a government predator control program that ensured that by 1926, there were none left Nobody missed them until 1929, when environmentalists began noticing that the park's ecosystem was starting to change.

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## Joint Gist Log

Joint Gist Log		
Name: _____ My Associate's Name: _____ Date: _____		
Text: _____		
Purpose Question		
Section	Individual Gist Statement	Joint Gist Statement
1		
2		
3		
4		
5		
Text Summary		

## Leading Associate Card

Leading Associate Card	
Read the section aloud. I can help with difficult words if you need it.	 and 
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 <b>about</b> 10 words. Remember to paraphrase and write a complete sentence. Work quickly.	 go on If  , help
Read your Gist Statement. Then I'll read mine.	 then 
Let's work together to write the Joint Gist Statement.	 and 
For the next section, you'll be the Leading Associate.	

# Associate Roles & Expectations

## Leading Associate

follows the Leading Associate Card  
follows along during reading  
provides help if needed

## Reading Associate

follows directions  
reads loudly enough  
ask for help if needed

## All Associates

use respectful  
dialogue

contribute ideas to Joint  
Gist Statement

complete Joint Gist  
Log

# Section 1

INSERT SECTION 1 OF TEXT HERE

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





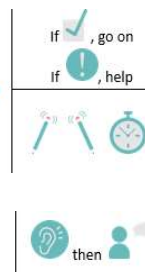
INSERT SECTION 1 OF TEXT HERE

	Individual Gist Statement
1	

**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.  
Remember to paraphrase and write a complete sentence. Work quickly.

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



	Individual Gist Statement
1	

INSERT SECTION 1 OF TEXT HERE

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



	Individual Gist Statement
1	

Joint Gist Statement

	Individual Gist Statement
1	

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



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



	Individual Gist Statement
1	

Joint Gist Statement

	Individual Gist Statement
1	

[illegible][illegible]

# Next Steps

## Student Tasks:

Follow the Leading Associate Card to Get the Gist of the remaining sections.

Using your Joint Gist Statements, **independently** write a Text Summary that answers the Purpose Question.

## As you work, we'll be looking to see that:

- ☐ Leading Associate follows the Leading Associate Card
- ☐ Reading Associate follows directions
- ☐ Reading Associate reads loudly enough
- ☐ Leading Associate follows along as Reading Associate reads
- ☐ Leading Associate provides help as needed for reading aloud and Gist Steps
- ☐ Reading Associate asks for help if needed
- ☐ Both Associates contribute ideas
- ☐ Both Associates maintain respectful dialogue
- ☐ Both Associates complete their Joint Gist Log

# Let's Wrap Up

---

**INSERT PURPOSE QUESTION**



# Check for Understanding: 6

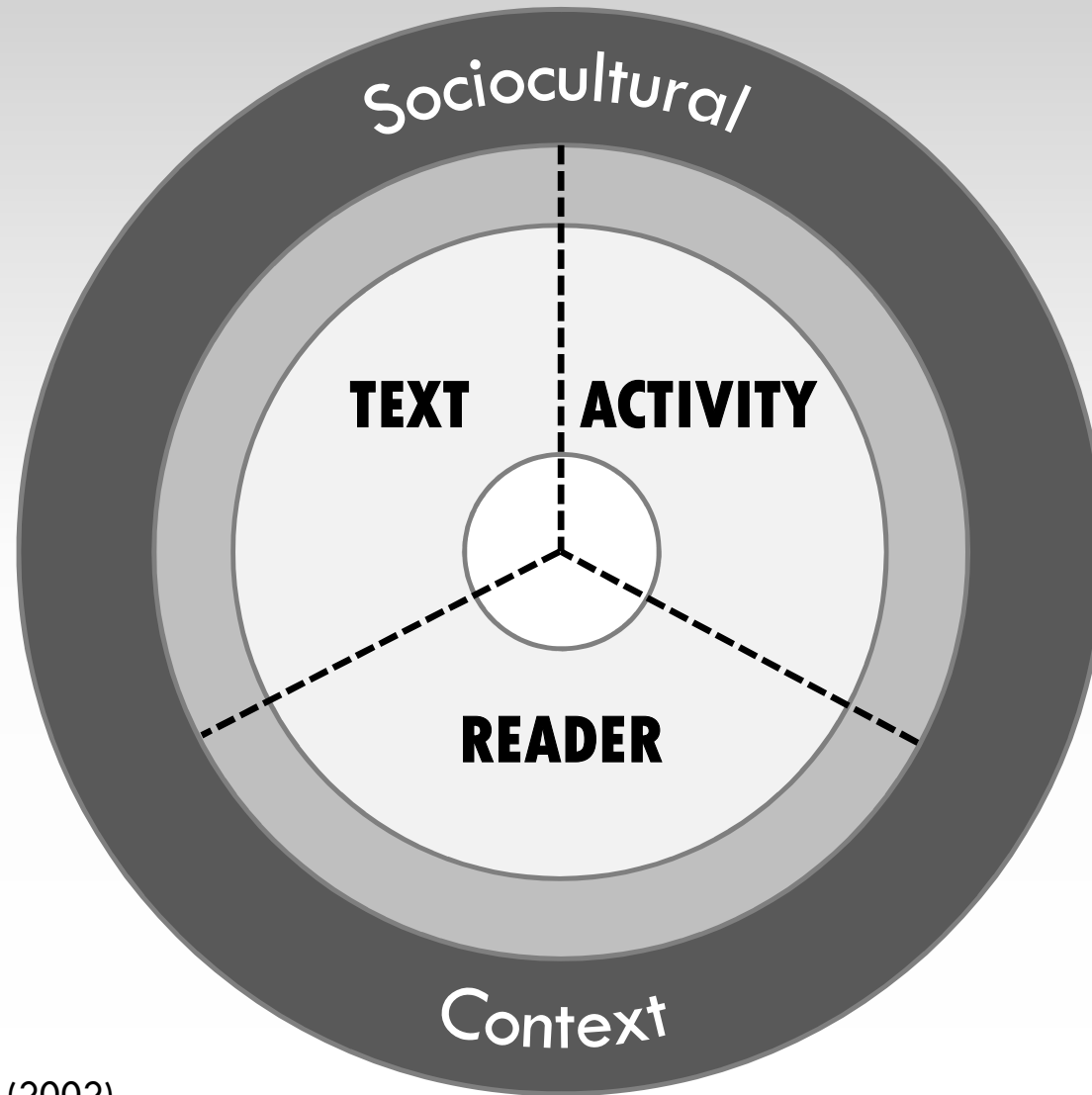
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- 1. The first step in creating Associate Pairs is to rank students according to reading ability. What is the next step?**
  - a) Match the top high performing student with the lowest performing student in the class
  - b) Divide class at the median point
  - c) Randomly assign Associate pairs
  - d) Ask students who they would most like to work with
- 2. As you begin monitoring Associate Gist, you notice a pair of students refusing to work together. What approach should you take if this is their first time working as Associates?**
  - a) Immediately split them up and pair them with different students
  - b) Tell them they can do their Gist work alone
  - c) Praise nearby students who are working productively and remind the class that you are monitoring their work using the Checklist
  - d) Assign extra Gist work to these students for homework

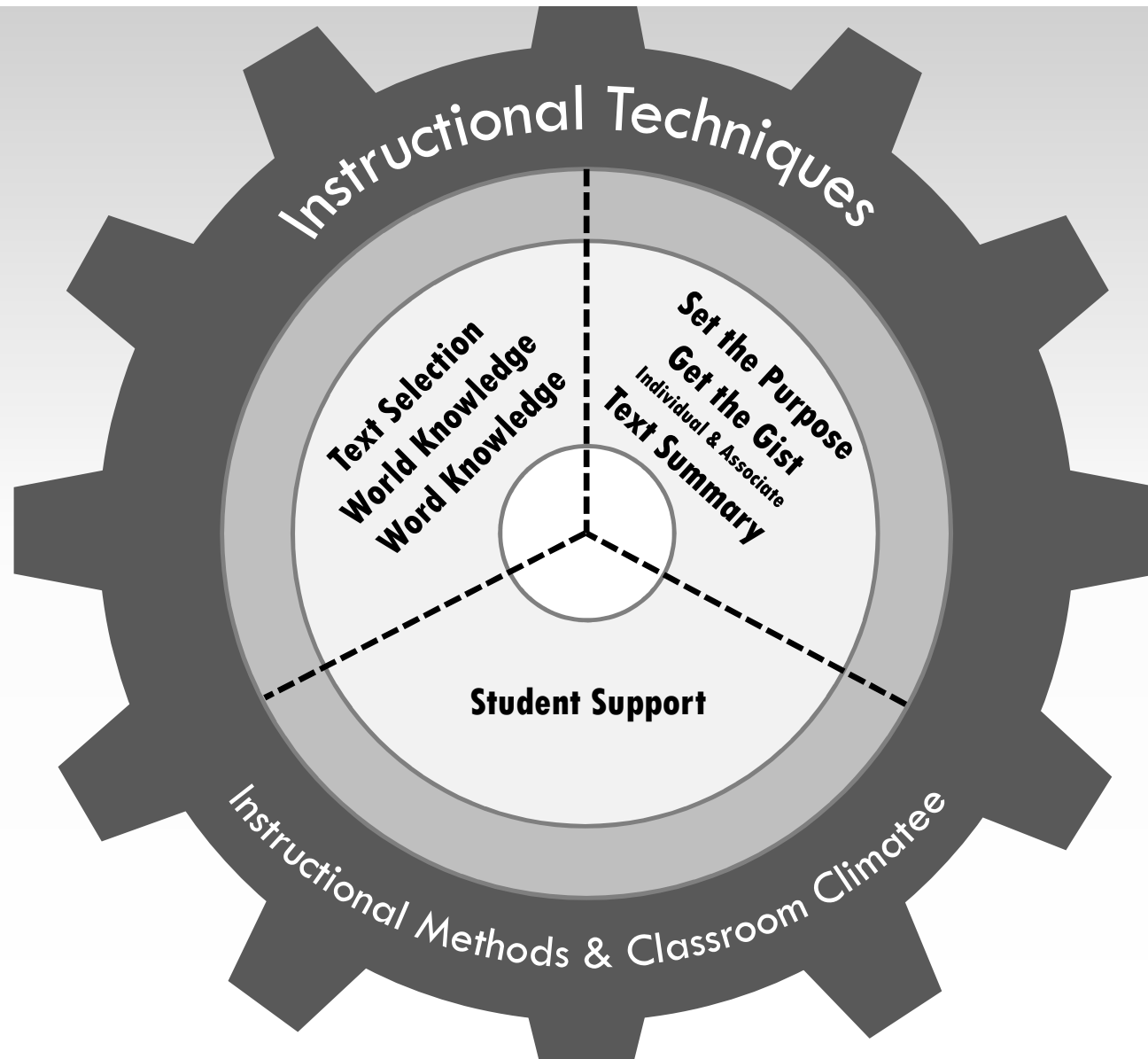
# Part 7: Student Support

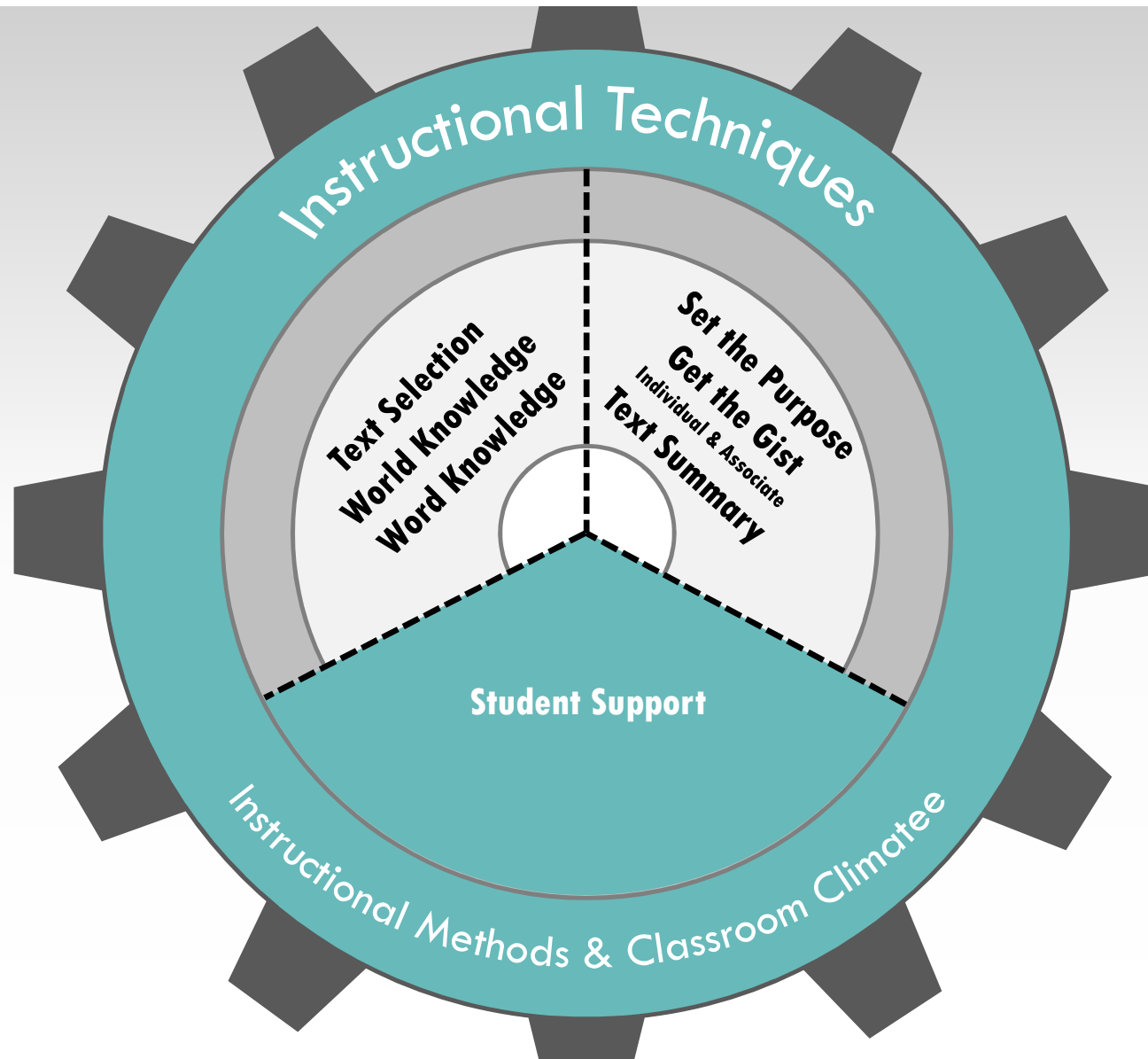
- Explain the rationale behind Project CALI's *Review Student Support*
- Teach the Sentence-Level Gist activity





RAND Reading Study Group (2002)





# Full CALI Implementation: Grouping by Need

## Review

- Struggled with entire text
- Did not complete Getting the Gist of the text
- Would benefit from a review of vocabulary
- Would benefit from more structured Gist practice

## Practice

- Struggled with one or two sections of the text
- Gist Statements completed but may not be accurate
- Would benefit from more guided practice with Getting the Gist

## Extend

- Successfully completed Gist Statements for all sections of the text
- Completed the Text Summary
- Would benefit from the opportunity to work with a more challenging text



# Why is Student Support important?

*In Middle School*

*CALI Solution*

More students with less time

A structure for managing individualized instruction at a lower teacher to student ratio

Difficult content at a faster pace

A routine including targeted instruction for students who need it



# Why is Student Support important?

---

## *In Middle School*

## *CALI Solution*

Some students need more intensive support for reading

Scaffolded support through a rotation system

Teachers are encouraged to provide students with enrichment opportunities

High achieving students read higher-level texts and complete inquiry-based activities



# Sentence-Level Gist

---

Click to Play

# 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.





# Sentence-Level Gist Log

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

# 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.

# Sentence-Level Gist Step 1

---

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

The Underground Railroad was not a railroad.

# Sentence-Level Gist Step 2

---

*Select 2 important words from each sentence.*

The Underground Railroad was not a railroad.

# 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		

# 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.

# 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.		



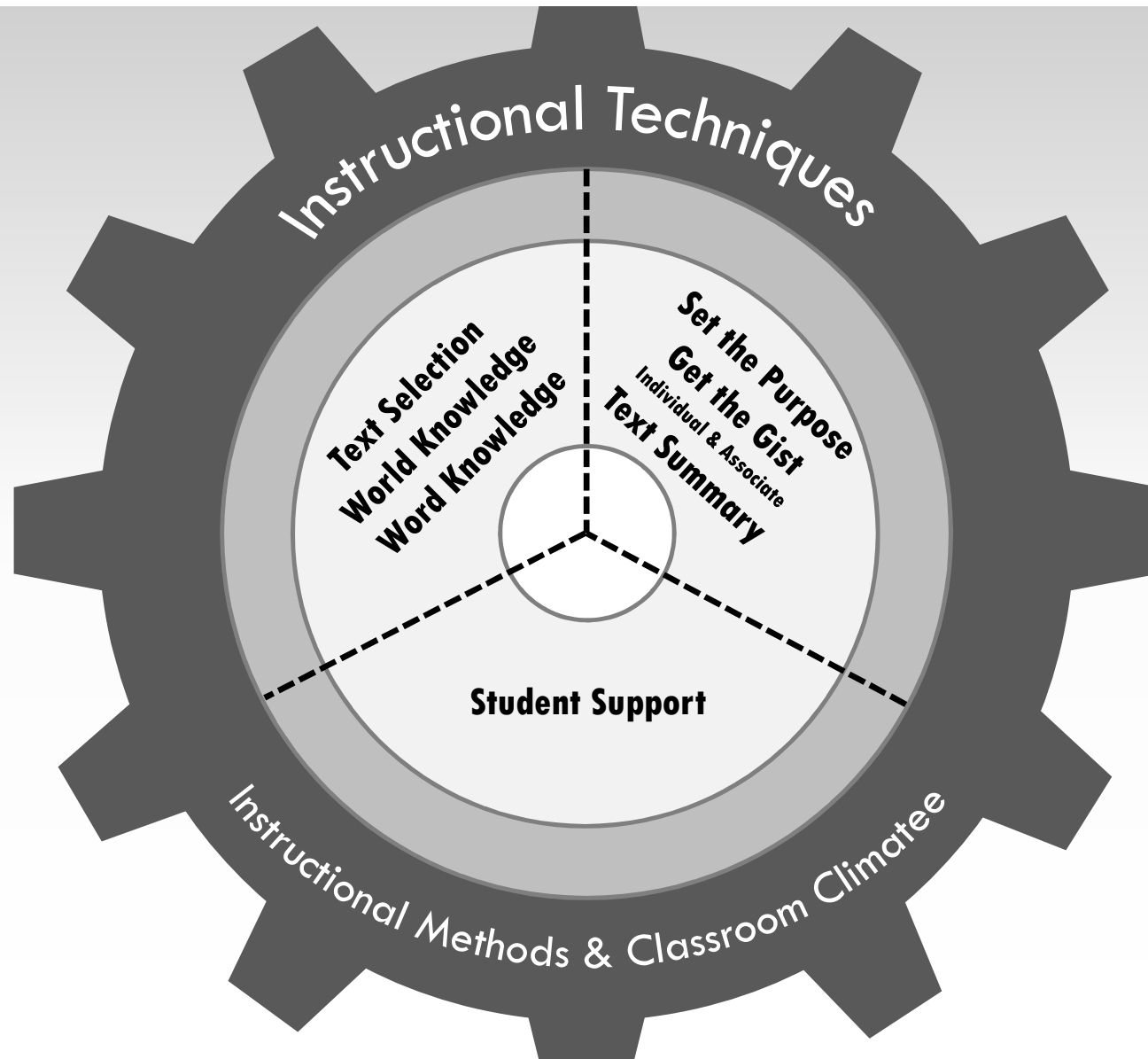
# Sentence-Level Gist Example

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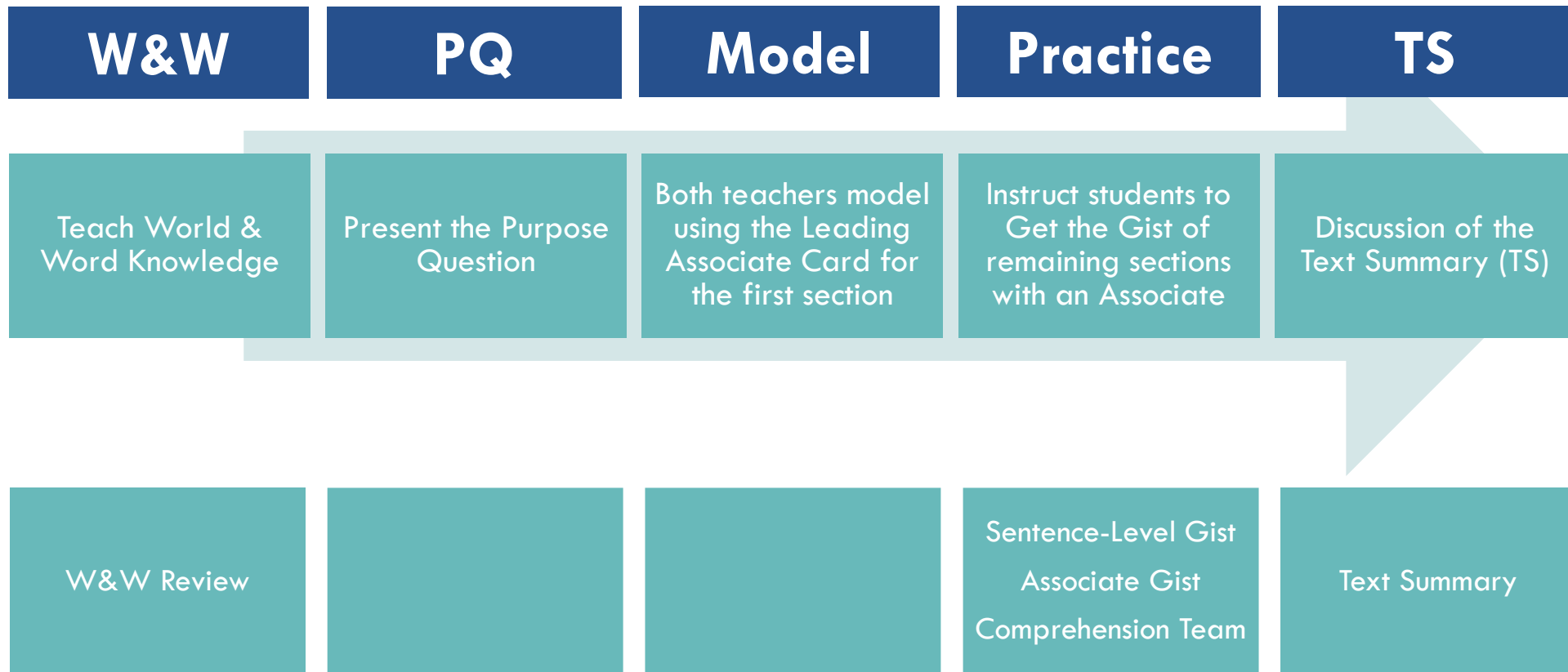
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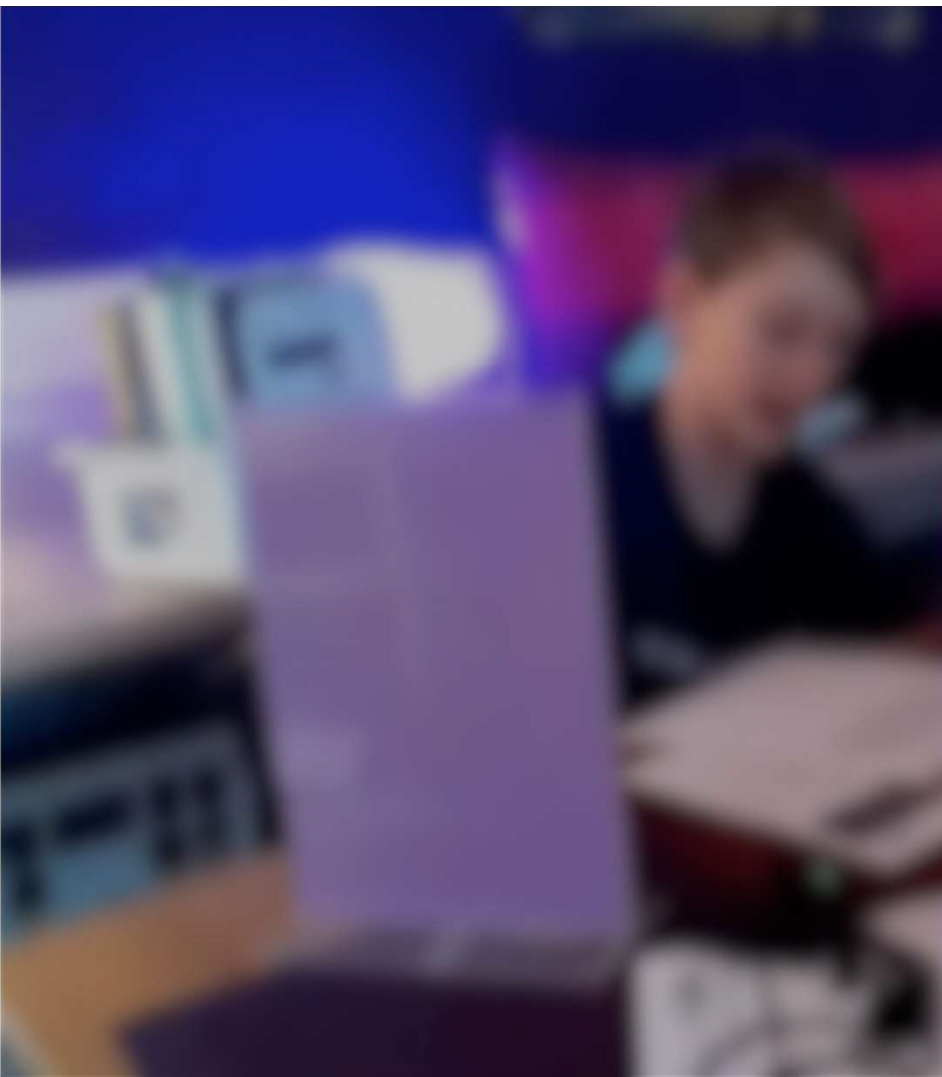


# *A Review*

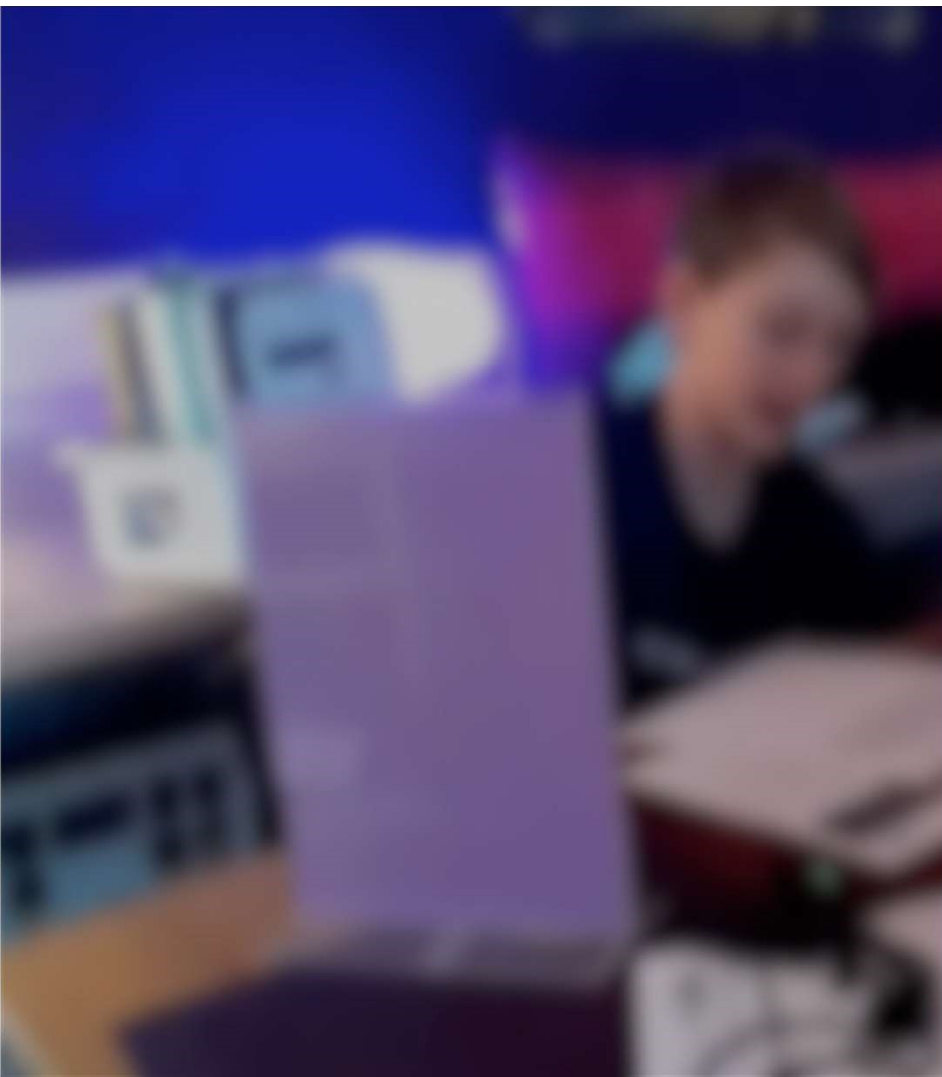


# CALI & Support Lessons





# Questions?



# Thank you!

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