*English Instructional Plan – Using the GIST method to summarize 6-8*

## Primary Strand: Reading 6.6, 7.6, 8.6

## Integrated Strand/s: Writing 6.7, 7.7, 8.7 Communication and Multimodal Literacies 6.1, 7.1, 8.1

## Essential Understanding:

* understand that an author’s viewpoint is conveyed through word choice
* understand that an author’s patterns of organization can aid comprehension
* understand text features are created purposefully and are an aid to comprehension
* understand that writing should be purposefully crafted, with attention to deliberate word choice, precise information, and vocabulary

**Essential Knowledge, Skills, and Processes:**

* recognize organizational patterns to enhance comprehension
* use strategies for summarizing
* use text features to enhance comprehension
* demonstrate comprehension and apply strategies to write about what is read.
* choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

Primary SOL: **6.6, 7.6, 8.6**

Reinforced (Related Standard) SOL:

* **6.7d, 7.7d, 8.7d** Organize writing structure to fit form or topic;
* **7.7e, 8.7e** Establish a central idea incorporating evidence, maintaining an organized structure and formal style

## Academic Background/Language:

* support students in understanding the purpose for summarizing
* understand how to identify main idea and details

## Materials:

* [Get the Gist: A summarizing strategy for Any Content Area](http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html) lesson reference
* Research one pager
* 1-2-3 Reflection

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* The primary purpose of this lesson is to teach the GIST strategy in order to summarize information within or between texts. Consider changing texts to fit into your current unit of study. Before introducing the strategy, check for understanding by polling students about their prior knowledge about what a summary is (basic definition), what information should be included in a summary, what is the function or purpose of a summary, and how often should you summarize. The teacher will explain, “When we ask someone how their day was, we answer in summary, but the quality of our summaries vary.” Ask students, “Why is some information more important to include than others?” or “Do quality summaries help us better understand one another?”
* The teacher will use explicit, direct instruction to explain the GIST strategy and model how to summarize using the GIST strategy. The teacher will explain, “The GIST strategy teaches students to use prediction to aid comprehension of expository text. The ability to predict what a passage will be about is often based on prior knowledge. When we connect new information to previous background knowledge, students’ comprehension of text is improved.”
* The teacher will indicate the steps of the GIST strategy. As each step is explained in detail, the teacher will model with the Newsela current event article: [Google must pay millions for collecting illegal data from children](https://newsela.com/read/youtube-fined-kids-privacy?utm_source=email&utm_campaign=share&utm_medium=web). Explain the steps of the GIST strategy as they are listed below and model appropriately with each step.
	+ Prereading: Have the students predict the gist, or main point, of the text by scanning the page to get a feel for what it will be about. Record predictions about the topic on the board.
	+ Prompts: What do you think this text is going to be about? What makes you think so? What do you think it is going to tell us about our topic? What makes you think so?
	+ Reading: Have the students read the assigned text.
	+ Prompts: Did you find evidence to support your prediction? What was it? Did you find evidence that doesn’t support your prediction? What was it? At this point, do you want to change your prediction? Why or why not?
	+ Post reading: Have the students think about what they have read and make a final revision of the gist statement. Discuss.
	+ Prompts: Do you want to make any changes about this topic? If yes, what changes and why? What have you learned from this reading?
* After students have had the opportunity to understand the steps of the GIST strategy through teacher modeling, distribute the research one-pager handout.
* Students will locate an expository article of interest or that matches a current unit of study, through CommonLit, or Newsela (current event articles are free to view, download, share, and print on Newsela).
* Students will use the research one-pager handout to complete a GIST summary for the article they have selected.
* Students will then use the GIST summary to aid in writing a complete summary about their chosen article.
* The teacher will instruct students that they will complete a 1-2-3 reflection statement about the use of the GIST strategy, if it aided in their comprehension, and how else they may use the strategy through reading other content or text.

## Assessment (Diagnostic, Formative, Summative):

* Student summaries may be used formatively to better assess what additional supports students need in effectively summarizing text or multimedia. The teacher may provide feedback throughout instruction and the summary writing process.

## Writing Connections:

* Students will have to write a quality summary using the GIST method.

## Extensions and Connections (for all students)

* Create a text-set (within CommonLit, Newsela, or other text resources) for students to choose 1-2 articles on the same subject with counter viewpoints. This will allow students to practice summarizing while evaluating author’s purpose and bias in non-fiction texts
* Use this plan to begin a research project where students have to create annotated bibliographies for sources by applying the GIST method.

## Strategies for Differentiation

* Choose articles for students to research instead of asking them to search for a research article.
* Provide students with stems that would support properly summarizing content into the graphic organizer.
* Students may work in groups or individually.

*Note: The following pages are intended for classroom use for students as a visual aid to learning*

Research One Pager 

