

it on an overhead transparency.

- Show the students the first paragraph of the passage. Have them read it silently and then write a twenty words or fewer summary of the passage, encouraging them to use as many of their own words as possible.
- Develop a class summary using the individual summaries the students wrote as a basis of discussion.
- Show the next paragraph and again have students write a summary of twenty words or fewer, which encompasses **both** paragraph one **and** paragraph two.
- Continue this process until a GIST statement of no more than forty to fifty words has been developed for the entire passage.
- After sufficient guided practice, students will be able to generate GIST statements independently.

Assessment

The GIST statements should accurately sum up the main ideas and critical supporting ideas for the passage in a smooth, coherent summary.

Variations

Other ideas for using this strategy:

- After introducing this strategy, ask students to work in small groups or pairs to develop their GIST statements.
- After individual students, student pairs, or small groups have written their statements, read several aloud and discuss the similarities and differences.

Resources

Sejnost, R. & S. Thiese. (2001). *Reading and Writing Across Content Areas*. Arlington Heights, IL: Skylight Professional Development.

Traits of the Effective Reader. (2001). Portland, OR: Northwest Regional Educational Laboratory.