

## *Reading Strategies:*

### GIST

#### Generating Interactions between Schemata and Text

#### What is it?

Gist is a comprehension strategy that is used both during reading and after reading. It is one approach to summarizing a text. When using GIST, students create summaries that are 20 words or less for increasingly large amounts of text. (<http://ed-web3.educ.msu.edu>)

The end product is a 20 word summary that is tight and precise. (<http://coldfusion.mead.k12.wa.us>)

#### How does it work?

1. Define what the "gist" of something is.
2. Read the first paragraph/section of the assigned reading. The size of the section will depend upon the grade level and size of the complete text.
3. Write a 20 word summary that describes the main idea in that section.
4. Read the second paragraph/section of the assigned reading.
5. Write a 20 word summary that combines the material in the first gist statement and the new material.
6. Continue this procedure until a 20 word summary is created for the entire reading.

**\*\*Don't get the GIST? [Click here to see an example!](#)\*\***

#### Tips and Suggestions

\*GIST can be used with both expository and narrative text. (<http://coldfusion.mead.k12.wa.us>)

\*Do not use this strategy with more than 3 paragraphs/sections.

\*Cunningham suggests that when using GIST, it is best to conduct it first as a whole class, then in small groups, and finally on an individual basis. (<http://ed-web3.educ.msu.edu>)

\*There are many variations of this strategy that can be used.

Write a summary of 20 words or less for each paragraph/section. Then combine those summaries into one 40

to 50 word summary at the end. ([http://www.principals.org/schoolimprove/phillips\\_gist.cfm](http://www.principals.org/schoolimprove/phillips_gist.cfm))

Read the first paragraph/section and write a 20 word summary. Read the second paragraph/section and write a 20 word summary. Combine the two 20 word summaries into a new 20 word summary. (<http://www.genevaschools.org/standards/la74.pdf>)

\*\*These options may work better for some students because it breaks down the steps in the process so summarizing and combining are two separate parts.

\*It will improve reading comprehension as well as summary writing. When using GIST, students must delete trivial information, select key ideas, and generalize in their own words, which are three major strategies necessary for comprehension and retention. (Richardson & Morgan, 2000)

#### Resources

<http://coldfusion.mead.k12.wa.us>

<http://ed-web3.educ.msu.edu/pearson/pdppaper/Duke/ndpdp.html>

<http://www.genevaschools.org/standards/la74.pdf>

[http://www.principals.org/schoolimprove/phillips\\_gist.cfm](http://www.principals.org/schoolimprove/phillips_gist.cfm)

Richardson, J., and Morgan, R. (2000). *Reading to Learn in the Content Areas*. Belmont, CA: Wadsworth.