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| **GIST (*G***enerating ***I***nteraction between ***S***chemata and ***T***ext) | |
| **Objective**  To provide comprehensible input, opportunities to contextualize language and to increase verbal interaction. | **Grade/Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Time:** 20-30 minutes  **Grouping:** 4-35 students, students sit in cooperative groups  **Materials:** text that is demanding for English language learners |
| **Instructions**   1. Identify text that will be read and summarized paragraph-by-paragraph or section-by-section. 2. Divide class into cooperative groups. 3. Model the strategy including a discussion of background knowledge. Inform the students that they will be working together as groups to create a summary of the material to be read. Either mark the text in advance or post the summary points, the points in the reading at which each group is to stop, then discuss, and summarize. 4. Instruct the students to read the passage silently to the first summary point, and then stop and write a one-sentence summary of what was read. 5. After the students have completed their summary sentences, ask one of the students to share his/hers with the class. Discuss the sentence as a group, and add details that the class feels will enhance the sentence. The teacher serves as facilitator, making sure that the sentence has truly captured the gist of the text. It is important this is done in a supportive manner. 6. Explain to the class that they will be reading the entire selection in this manner. They will all read the text to the summary points, discuss and summarize in their groups. 7. Once the selection has been completed, have the groups read and compare summary sentences as a review of the text.   **Special Consideration**  When creating your cooperative groups, it is a good idea to include at least one strong English language speaker. It is also appropriate to group by student’s first language so that first language support can be provided. | |