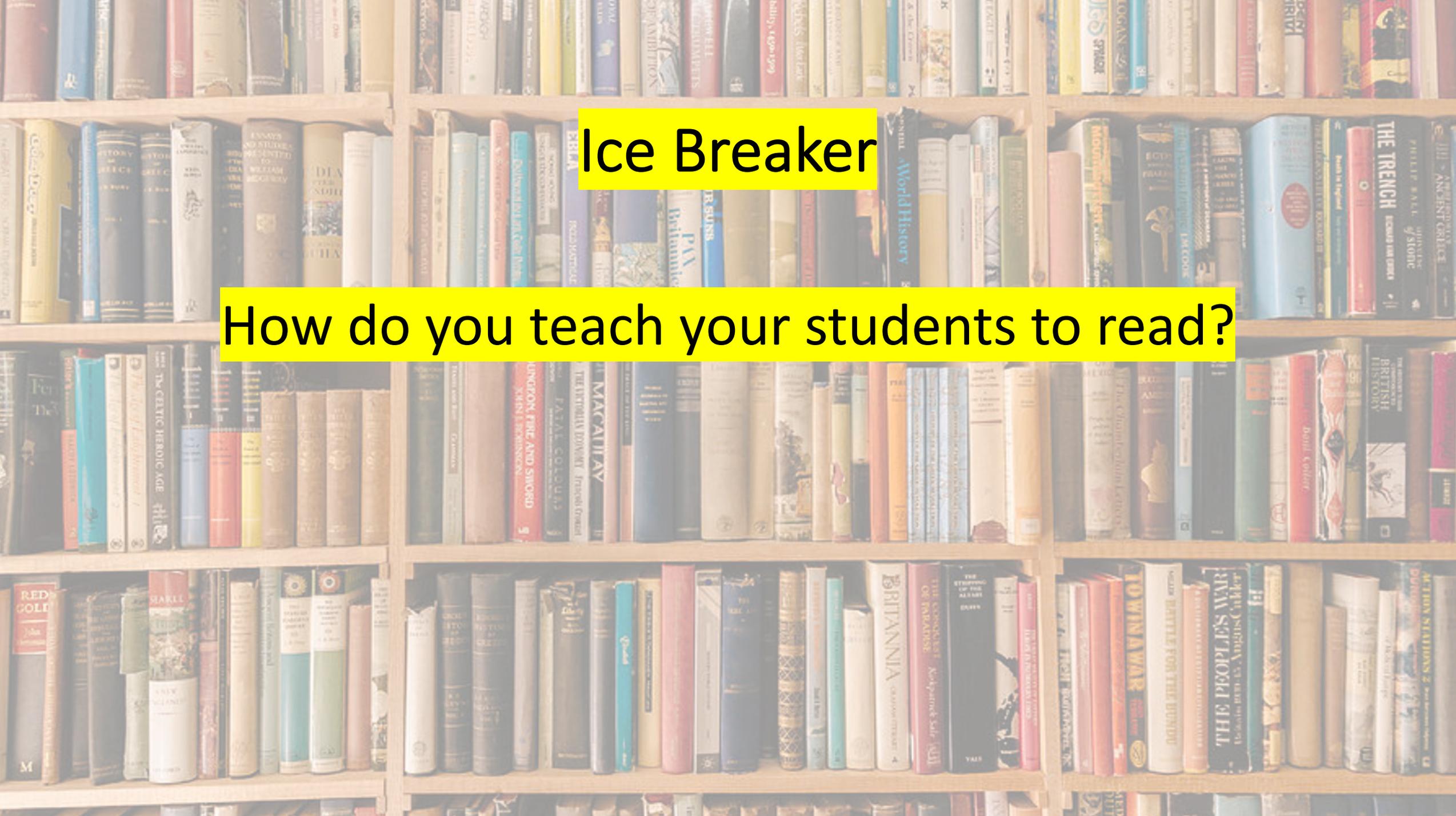


Date: December 13, 2021  
Time: 5:30 PM - 7:30 PM  
Location: M.S. 126

# TABE 11/12 Reading Strategies

## Promoting critical thinking in reading with GIST

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# Ice Breaker

How do you teach your students to read?

# Agenda

- Generating Interactions between Schemata and Texts (GIST)
- Model GIST with “Doctors recognizing that reading, writing can be therapeutic
- Read an authentic article independently.
- Work in pairs to write two 20-word summaries – an exemplar and a negative example – using GIST template.
- As a group, compare both GIST versions written by each pair.
- Consolidate several GISTS to create the best GIST possible.
- Review 11-step protocol for teaching students to use GIST in class.
- Access to Google Drive folder with CUNY instructional resources.

# Aligned with Our Overarching Goal

“In our effort to prepare our students to achieve their college/career and personal goals during the 2021-2022 school year, School 7 Adult Education will focus on students justifying their thinking with evidence, both verbally and in writing, across all subject areas.”

# Vocabulary

**Schemata** – plural form of Schema

In psychology, a schema describes a pattern of thought or behavior that organizes categories of information and the relationships among them.

# Generating Interactions between Schemata and Texts (GIST)

- Students work together to reduce any text to a short summary.
- The goal of a **GIST** statement is to write a summary in 20 words.
- Start a newspaper article and the 6 WH question words.
- GIST is a long-term strategy for teaching students to summarize.
- Introduce it as a method to summarize articles at the paragraph level.
- When students get used to GIST, ask them to summarize larger chunks of text.

# How to do GIST

- First, give your students a model.
- Give students two versions of your GIST for a particular paragraph.
- Then let's discuss (in pairs) why one GIST better than the other.
- Let's all work in small groups to do a GIST summary of the text up to Paragraph 4.
- Let's put a few different pairs of GIST statements on the board.
- Whole class, look at the different versions of GIST statements.
- Is there a way to consolidate several to make the **best** GIST possible?

# Doctors recognizing that reading, writing can be therapeutic

"I really didn't believe I would make it through childhood, but the act of writing brought me through."

Allison Adelle Hedge Coke's voice is whispery on the other end of the telephone as she relates some of the experiences she has overcome: living with a schizophrenic mother, growing up in a variety of foster homes, battling cancer, struggling with drug abuse — the list goes on.

Now 61 and an award-winning poet, Coke teaches writing as a way of healing to cancer patients, at-risk youth, doctors, families and just about everyone else.

Writing can be a type of meditation, Coke says in a phone interview from her home in Oklahoma. It's a process that helps us unravel and understand both the good and bad things that happen to us.

# GIST Template

Name \_\_\_\_\_

Article Title \_\_\_\_\_

Article Source \_\_\_\_\_

1. Read the article.
2. Fill out the 5Ws and H.

Who:

What:

Where:

When:

Why:

How:

3. Write a 20-word GIST.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# GIST 1

## 6 WH questions:

Who: Allison Adelle Hege Coke

What: Uses writing to heal cancer patients.

When: Presently

Where: U.S.

Why: It's a form of meditation.

How: It helps you understand good and bad things happening to us.

## 20-word summary:

An award-winning poet finds peace from a lifetime of poverty, mental illness and drug abuse in her own writing as a healing method.

# GIST 2

## 6 WH questions:

Who: Ms. Coke

What: Uses writing to cure diseases

When: Anytime

Where: Here

Why: to cure what ails her.

How: It helps us understand both good and bad things that happen.

## 20-word summary:

Ms. Coke, 61, writes to cure cancer and drug abuse, and to forget growing up in a variety of foster homes.

# Compare and Contrast

- Turn and talk in pairs.
- Which of the two GISTs is better?
- Why is one better than the other

# Culturally Affirming Text

- The article we used for the model might not work in your classroom
- In your classroom, you will want to use culturally affirming text.
- This will allow students to make a personal connection with the text.
- So let's start with an article from the D-79 Curriculum website:
  
- Follow the Steps for GIST Activity
- Follow the GIST Template

## *In Super Bowl ads, a play for values and a contentious MLK message*

Advertisers tried to play up American values and not fumble the ball during Sunday's Super Bowl, yet one waded into controversy by using the voice of Martin Luther King Jr.

In the biggest U.S. television advertising event of the year, most spots featured humor, celebrities and a feel-good message, steering clear of a politically divisive environment.

A surprise came with the words of slain civil rights leader King in an ad for Dodge Ram, a unit of Fiat Chrysler Automobiles, where he is heard saying, "We recognize that he who is greatest among you shall be the servant."

The "Built to Serve" ad drawing on a sermon by King sought to highlight community service but it sparked an outcry over the use of King's legacy.

"You took a very powerful moment in time and you tried to reappropriate that for the message of selling cars," said Derek Rucker, a marketing professor at Northwestern University who works on a Super Bowl ad rating project and who called the ad "a mistake."

# Follow GIST Protocol

- Read an authentic article independently.
- Complete GIST template
- Work in pairs to write two 20-word summaries:
  - a good GIST
  - a bad GIST
- As a group, compare both GIST versions written by each pair.
- Consolidate several GISTS to create the best GIST possible.
- Share the “Best GIST” with the class.