

**COLLABORATIVE STRATEGIC
READING
INITIAL TRAINING 2015**

Webinar Session #3
Get the Gist

SESSION GOALS

- Review Click and Clunk – How did it go?
- CSR Strategy: Get the Gist
- Classrooms Resources

COLLABORATIVE STRATEGIC READING

Before Reading

PREVIEW

1. Engage

Identify the topic.

2. Brainstorm

Connect with what you already know.

3. Set the purpose

Consider the purpose for reading.

During Reading

CLICK & CLUNK

1. Look for clunks

Find words or ideas you don't understand.

2. Use fix-up strategies

- Re-read the sentence with the clunk.
- Re-read sentences before and after clunk.
- Look for prefixes, suffixes and root words.
- Look for cognates.



GET THE GIST

1. Figure out the main idea

- Determine the most important who or what.
- Find the most important information about the who or what.
- Write a brief gist statement.

After Reading

WRAP UP

1. Question

Write three types of questions that can be answered by reading the passage and thinking about what you already know.

- Right There
- Think and Search
- Author and You

2. Review

Identify the most important information.



CSR Learning Log

Name _____ Date _____ Period _____

Today's Topic _____

Before Reading: Preview



Brainstorm: Connections to prior knowledge

Key Vocabulary

_____ = _____
_____ = _____
_____ = _____

Predict: What I might learn about the topic

During Reading: Section 1



Clunks

Fix-Up Strategies

_____ = _____	1	2	3	4
_____ = _____	1	2	3	4
_____ = _____	1	2	3	4



Gist

During Reading: Section 2



Clunks

Fix-Up Strategies

_____ = _____	1	2	3	4
_____ = _____	1	2	3	4
_____ = _____	1	2	3	4



Gist

CSR Learning Log

Students keep track of learning “as it happens” and provide a springboard for follow-up activities. Logs support all students to be active participants.

CSR Expert Roles

CSR CUE CARD

CSR Leader

Job Description

The leader's job is to guide the group through all the steps. The leader keeps track of time, keeps the group working, and leads the review.

DURING READING

Read

- Who would like to read the next section?

Click and Clunk

- Write your clunks in your learning log.
- Clunk expert, please help us.

Get the Gist

- It's time to get the gist. Gist expert, please help us.
[Repeat all of the steps in this section]

AFTER READING

Questions

- It's time to ask questions. Question expert, please help us.

Review

- Now it's time to write the most important ideas in your learning log.
[When everyone is done,]
- Who would like to share?

- Remember to say why your ideas are the most important.

Compliments and Suggestions

- Something that went well today was _____.
- Next time we need to work on _____.
- Is there anything else that would help us do better next time?



CSR CUE CARD

Clunk Expert



Job Description

The clunk expert makes sure that students write in their learning logs. The clunk expert also helps with fix-up strategies to figure out the meaning of words or ideas.

DURING READING

Click and Clunk

- Who has a clunk?
- Does anyone know the meaning of the clunk?

IF YES

- Please explain what the clunk means and why it's important.
- Let's reread the sentence and make sure it makes sense.
[Check for understanding.]

IF NO, Use Fix-Up Strategies

- [After you come up with a definition,]*
- Write the definition in your learning log.
- Let's reread the sentence and make sure it makes sense.



CSR CUE CARD

Gist Expert



Job Description

The gist expert makes sure that all the students in the group write their own gists. The gist expert also leads the group in discussing the quality of the gists. High-quality gists contain the topic (the most important "who" or "what" information about the topic. Gists should be 10 words or less).

DURING READING

Get the Gist

- What is the most important "who" or "what" information in this section?
[Ask students to share.]
- Everyone, think of your own gist and write it in your learning log.
[When everyone is done...]
- Who would like to share their gist?

[Help your group discuss the quality of each other's gists and support your group in improving them. An option is to come up with a group gist that contains the most important information, leaves out the rest, and contains about 10 words.]



CSR CUE CARD

Question Expert



Job Description

The question expert guides the group in coming up with questions that address important information from the reading. The question expert makes sure that students ask different levels of questions. The question expert checks to see that all students write questions and answers.

DURING READING

Wrap Up

- Let's think of some questions to check whether we really understood what we read. Write your questions and the answers in your learning log.
- Remember to write different types of questions:
 - "Right there"
 - "Think and search"
 - "Author and you"*[After everyone is finished writing questions, ask:]*
- Who would like to share his or her best question?
[Check that the question begins with "who," "what," "when," "where," "why," or "how."]
- Who would like to answer that question?
- Where did you find the information to answer that question?



Steps for Click and Clunk

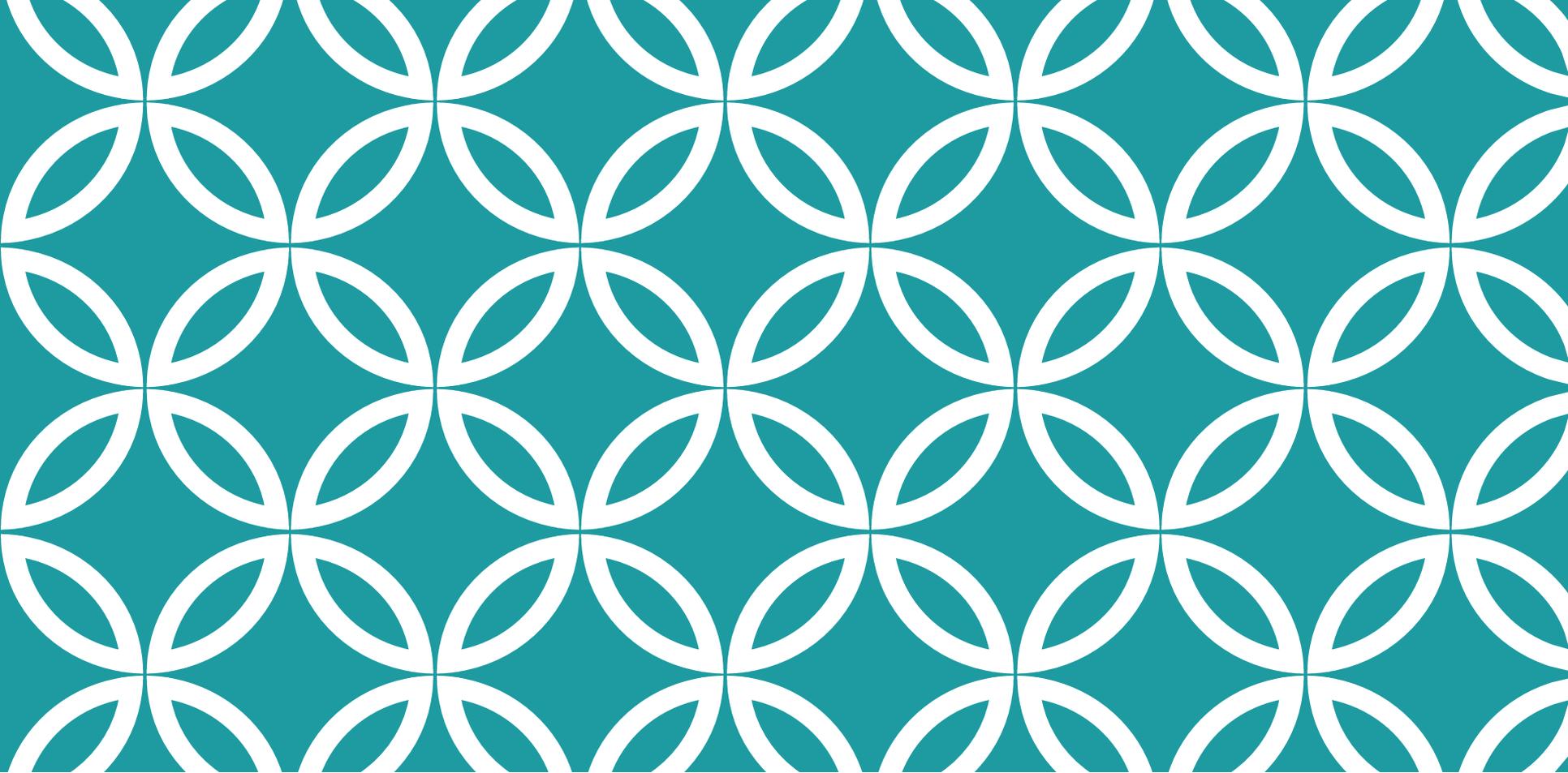
1. While reading, monitor your understanding.
2. After reading a section of text, stop and identify any words or ideas that you do not understand (clunks). Write your clunks in your learning log.
3. Work with your group to use fix-up strategies to figure out the meaning of the unknown words or ideas. Circle the strategy(ies) in your learning log.
4. Put the definition back in the sentence to be sure it makes sense.

WHAT DO YOU THINK?

Use the **chat feature** to address any of the following questions:

- How did CSR Click and Clunk go when you tried it in your classroom?
- What questions do you have?
- What tips can I offer?





CSR STRATEGIES: GET THE GIST |

WHAT IS GET THE GIST?

Steps to Get the Gist

1. Name the “who” or “what” the paragraph is mostly about.
2. Identify the most important information about the “who” or “what”.
3. Write the gist in *about* 10 words.

WHEN IS GET THE GIST USED?

Get the Gist is used during reading.

Students stop and find the meaning of their clunks and then figure out the gist *at the end of each section of text*.

NOTE: The teacher pre-determines sections of text and either marks or tells students the sections (about 3 for one 50 minutes class period).

WHY IS GET THE GIST IMPORTANT?

- People do not remember everything they read.
- Successful readers process individual ideas but remember just the most important parts—the main ideas of what they read (and perhaps some interesting details)
- During reading, strong readers:
 - Implicitly generate a gist after each paragraph.
 - Make inferences and connections between paragraphs.

(Pressley, 2006)

As students determine the gist and discuss the key ideas about a section of text, they:



These skills are aligned with the Common Core State Standards (2012) that emphasize the need for students to understand and analyze complex texts across genres and disciplines.

WHY IS GET THE GIST IMPORTANT FOR ALL STUDENTS, INCLUDING ELLS?

Scaffolds comprehension

Increases memory

Involves higher level thinking

Increases metacognition

Provides a purpose for reading

Allows teachers to monitor
comprehension

SEABIRDS

A seabird is any bird that spends most of its time at sea and depends on the sea and its islands for all its basic needs. The sea provides food and its remote islands and rocky outcroppings provide safe nesting and resting places. For 60 million years, these highly specialized, diverse birds have adapted to life on the world's vast oceans.

GET THE GIST: SEABIRDS

Who or what:

- Seabirds

Important information:

- Seabirds spend most of their time at sea.
- Seabirds depend on the sea and its islands for their basic needs.
- The sea provides food and resting and nesting places.

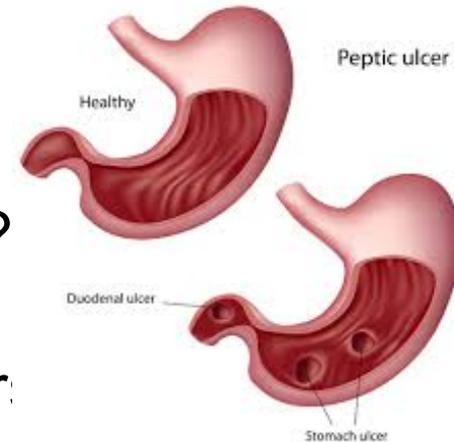
Write the gist in 10 words or less:

- Seabirds get what they need from the sea.
- Seabirds depend on the sea for everything they need.

THE DISCOVERY OF HELIOBACTER PYLORI

BY DIANA J. ARYA

Have you ever felt pain in your stomach? Most of the time, stomach pains are temporary and go away quickly. The pain from peptic ulcers, the most common type of ulcer, is very different. People who have peptic ulcers feel a sharp burning sensation in or near their stomach. They often do not want to eat, and have a difficult time sleeping at night. This burning sensation intensifies directly after meals, and, sometimes involves vomiting. People all over the world suffer from peptic ulcers.



Most Important Who or What

Pain or peptic ulcers



Important Information



- ✓ *They are painful near or in the stomach.*
- ✓ *They can last a while and stop people from eating or sleeping.*
- ✓ *They occur in people all over the world.*

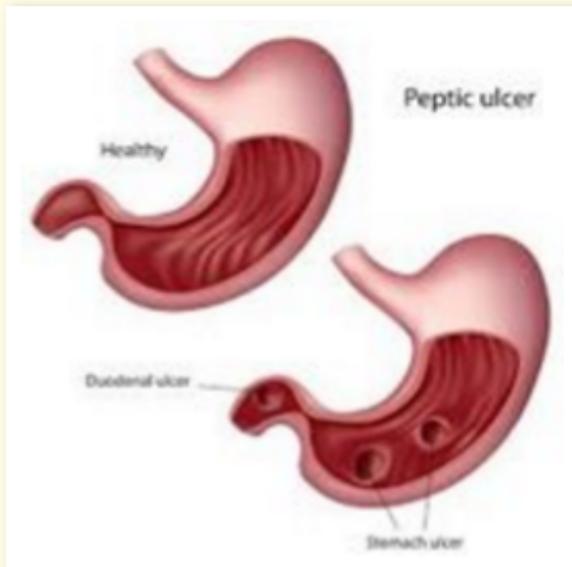
Gist

- Peptic ulcers are common and painful and disrupt many activities.

OR

- Peptic ulcers are so painful in or near the stomach that they disrupt everyday life.

Pain or peptic ulcers

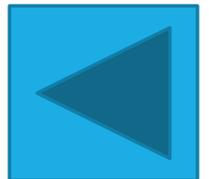


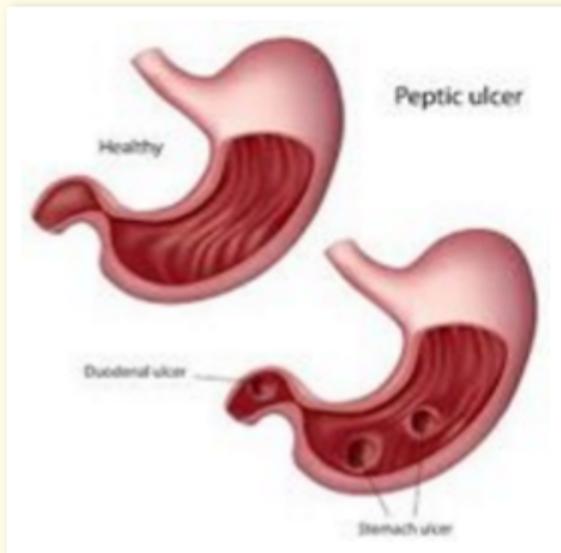
The Discovery of Helicobacter Pylori

By Diana J. Arya

Have you ever felt **pain** in your stomach? Most of the time, stomach **pains** are temporary and go away quickly.

The pain from peptic ulcers, the most common type of **ulcer**, is very different. People who have **peptic ulcers** **feel a sharp burning sensation** in or near their stomach. They often don't want to eat, and have a difficult time sleeping at night. This **burning sensation intensifies** directly after meals, and sometimes involves vomiting. People all over the world suffer from **peptic ulcers**





The Discovery of Helicobacter Pylori

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EARTH FRIENDLY FABRICS SECTION TWO

SECTION #2

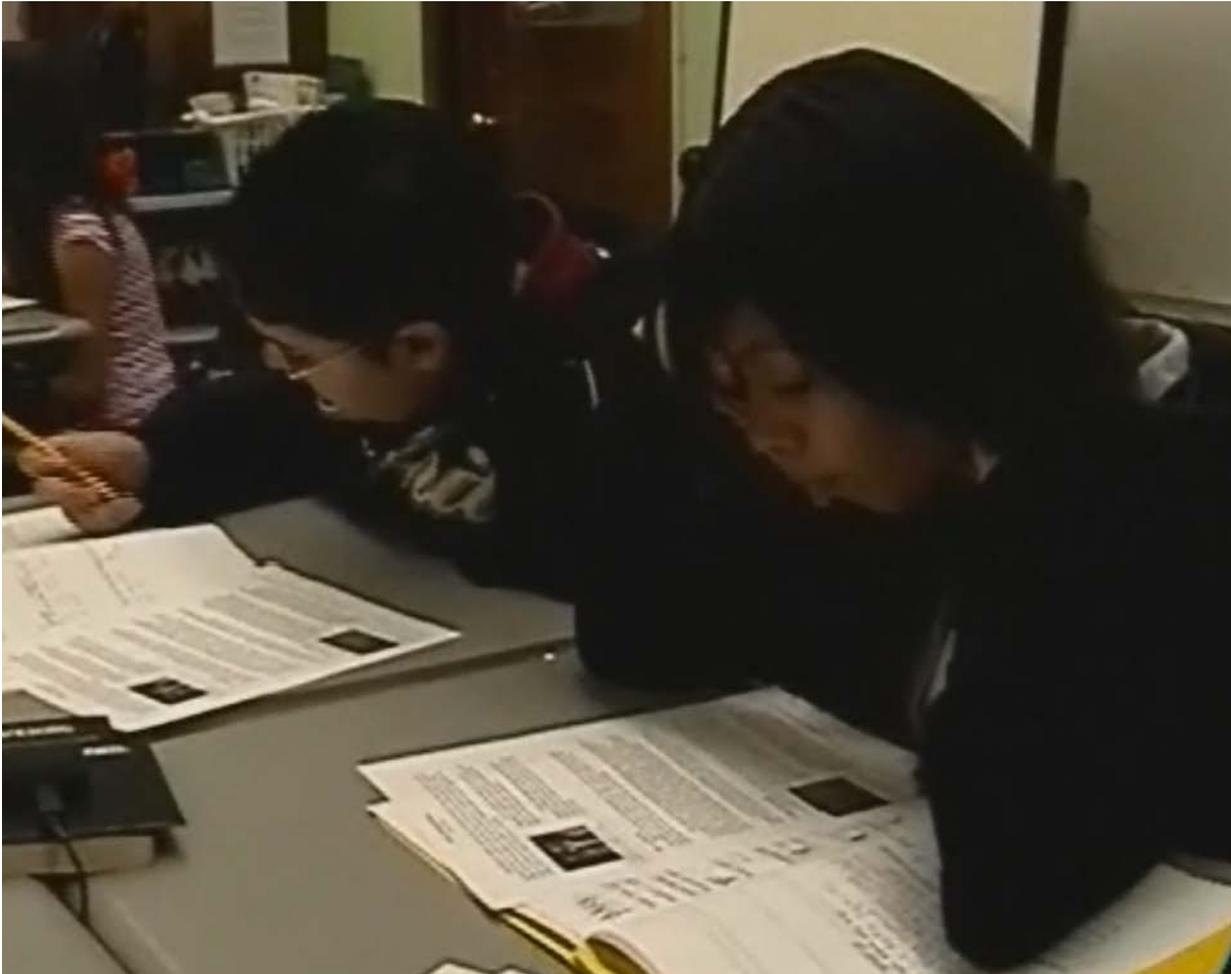
Born in the lab

Making clothes and shoes traditionally involves harsh chemicals and lots of energy. Some fabrics, such as cotton, leather, and wool, begin as plants or animal parts. But that doesn't mean they're gentle on the environment. Cotton plants, for instance, are often smothered with noxious chemicals to keep away bugs and weeds.

Other fabrics are born in laboratories, where scientists create molecules called polymers and make synthetic (human-made) materials such as Polyester. Textile companies weave or knit synthetic threads into fabrics that are remarkably silky, sturdy, and quick to dry. The problem, from an environmental viewpoint, is that most synthetic fibers are made from petroleum, which must be extracted from the ground. Accessing, transporting, and processing oil is expensive, and the supply is limited. Still, petroleum-based materials appear in exercise clothes, shoe soles, plastic zippers, buttons, dyes, and thousands of other products.

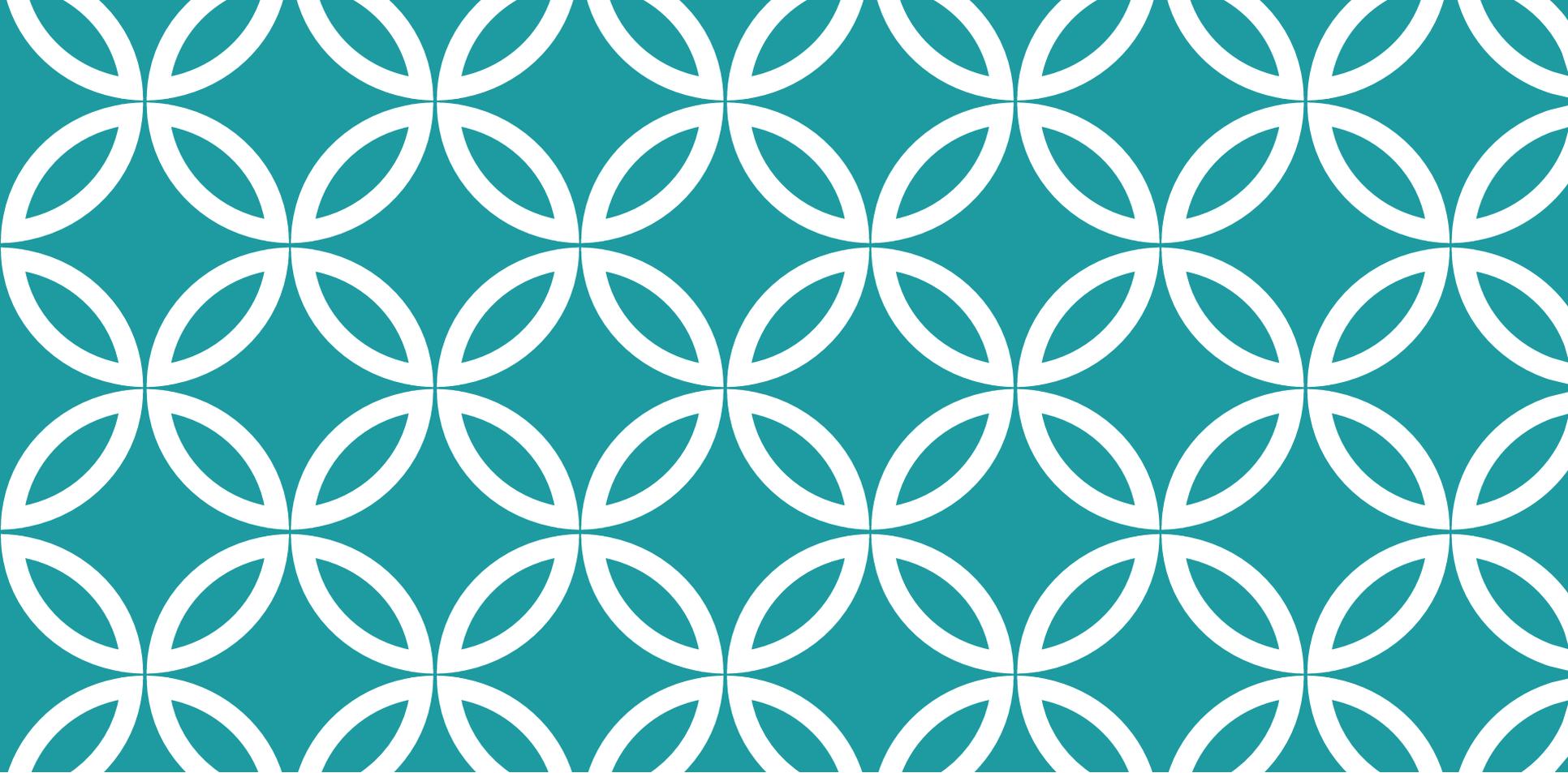
To overcome this reliance on petroleum, some companies have experimented with creating materials from substances such as corn sugar, then weaving the resulting threads into fabrics. Other companies have developed products from recycled materials.

GET THE GIST IN ACTION



STUDENTS' GISTS: SECTION II

1. Scientists use synthetic fibers are made from petroleum extracted from the ground.
2. Some companies recycle while others use chemicals, materials and other stuff.
3. Many other companies make clothes that hurt the earth, but earth friendly fabrics help the earth.
4. Clothes and shoes involves chemicals and energies but now involves corn sugar.



TEACHING TIPS

Get the Gist

COMMON STUDENT GIST WRITING ISSUES

Gists are too specific or copied.

- Cotton is bad because plants are smothered with toxic chemicals.

Gists are too general. These 'headline gists' often are incomplete sentences.

- This section is about bad things with clothes.
- bad and good ways to make clothes

Gists only partially synthesize section.

- Some companies are starting to make clothes from waste or recycled materials. [misses the 'bad part']

HIGH QUALITY GISTS

Are written in complete sentences.

A good way to start is to begin with the most important who or what

Companies_____.

Scientists_____.

(important information)

USE THE CUE CARDS

BACK SIDE OF GIST EXPERT CARD



DURING READING



Discussion

[share your gists]

1. Let's compare and contrast our gists. How are the similarities and differences important?
2. *(Name)*, use the text to justify your gist.
3. Whose gist helps us best understand the most important information in this section? Where is the evidence to support that in the text?
4. How do our gists connect to today's purpose?



Feedback

- One thing you did really well ____.
- Your gist might be more effective if ____.
- I see your point, but what about ____?
- How can we each revise our gists so that they reflect a better understanding of this section?

SAMPLE DISCUSSION STEMS

Agreement:

I agree with _____ because...

I like what _____ said because...

I agree with _____; but on the other hand...

Disagreement:

I disagree with _____ because...

I'm not sure I agree with what _____ said because...

I can see that _____; however I disagree with (or can't see)...

Clarifications:

Could you please repeat that for me?

[Paraphrase what you heard and ask]
Could you explain a bit more, please?

I'm not sure I understood you when you said...Could you say more about that?

What's your evidence...?

Where in the text does it support that idea?

Select a few discussion stems. Focus on those for one or more lessons.

To learn more about Accountable Talk:

http://ifl.pitt.edu/index.php/educator_resources/accountable_talk

FACILITATE GROUP WORK

Group Process Rubric

Group Member	Role

During – Group Work Rubrics



	Proficient	Developing	Not Proficient
Participation	<ul style="list-style-type: none"> Everyone participates Roles followed Group stays on task 	<ul style="list-style-type: none"> Everyone participates Roles somewhat followed Group mostly stays on task 	<ul style="list-style-type: none"> Not everyone participates Roles ignored Group off task
Support	<ul style="list-style-type: none"> Members take turns speaking Members use respectful voices Members give helpful feedback to each other 	<ul style="list-style-type: none"> Members mostly take turns speaking Members use respectful voices Members give general or lacking feedback to each other 	<ul style="list-style-type: none"> Members interrupt each other Members speak harshly or rudely to one another Little to no feedback, or feedback is way too general to be helpful
Problem-Solving	<ul style="list-style-type: none"> Group always attempts to resolve issues independently Members propose thoughtful ideas and solutions 	<ul style="list-style-type: none"> Group often makes attempts to resolve issues independently Members propose some ideas or solutions 	<ul style="list-style-type: none"> Group calls on teacher to resolve all issues Members propose few to no ideas or solutions

Role After – Reflections



Group Names: _____

Date: _____

Clunk Group Work Debrief

	YES (2)	SOMETIMES (1)	NOT REALLY (0)	
We all have clunks and definitions in our learning logs.				
The Clunk Expert guided the group to share clunks and to use fix-up strategies to figure out the meaning of clunks.				
We put each definition back into the sentence with the clunk to be sure it made sense.				
We all participated in the discussion and helped each other.				
TOTAL SCORE				Total

One thing we did really well...

One thing we could do better next time...

TEACH STUDENTS TO EVALUATE GISTS

CSR CLASS LEARNING LOG EVALUATION – GET THE GIST

Period: _____ Reading: _____

Number of
 Students: _____ Date: _____

	Proficient 3	Becoming Proficient 2	Not Proficient 1
Get the Gist	<ul style="list-style-type: none"> Names who/what and most important information of who/what Gist captures overall idea of section Gist is paraphrased and is approximately 10 words Gist is a complete sentence 	<ul style="list-style-type: none"> Names who/what but focuses on details rather than the main idea Gist is overly general Gist is partially synthesized Part of gist may be copied from the text 	<ul style="list-style-type: none"> Incorrectly names who/what Focuses on details rather than the main idea Gist may be copied exactly from the text Gist is an incomplete sentence
Number of Students			
Notes			

FINE TUNE STRATEGY USE

► Strategy Practice

Promethean Resources

Teacher Tips

FAQs

minutes.

Click & Clunk Lessons:

1. Promoting Effective Use of Fix-Up Strategies
2. Promoting Quality Use of the Four Fix-up Strategies
3. Reviewing Fix-Up Strategy 3
4. Working Collaboratively to Define Clunks

Get the Gist Lessons:

1. Promoting High Quality Discussions Through Fishbowl
2. Gist Revision
3. Highlighting Key Information from Text
4. Gist Scaffolding to Promote Quality Gist Statements



We'd love to hear
from you!



USE THE TEACHER CUE CARDS

CSR TEACHER CUE CARD

Get the Gist

Teacher Role:

- Gist is led by the Gist Expert in each small group
- Monitor understanding and use of strategies
- Provide feedback on content and collaboration
- Provide additional instruction as needed

During Reading

Monitor to ensure students:

- ✓ collaborate to **identify** the most important “who” or “what” of the section.
- ✓ collaborate to **identify** the most important information about the “who” or “what.”
- ✓ **justify** their thinking using textual evidence.
- ✓ **independently synthesize** information to write their own gists, using the checklist on the Gist Expert cue card.
- ✓ collaborate to **discuss** the importance of the similarities and differences between their gists.
- ✓ **evaluate** each other’s gists to determine whose gist best

During Reading

Possible feedback to individual students, small groups, or whole group:

- “Discuss with your group how the most important “who” or “what” connects to our objective/big idea/essential question/etc.?”
- “With your group, justify your ideas with textual evidence.”
- “Listen again to (*Name’s*) gist and help him/her to determine if it contains the key ideas from the section. If not, talk about what could be added.”
- “Your gist has just one detail. Talk with your group about how to focus on the most important ideas in the entire section.”
- “I noticed your gist includes a lot of interesting information. Which information is the most important to include? With your group, go back to this section and decide.”
- “I noticed all of your gists include _____. Discuss with your group why that is an important idea in this section.”
- “I noticed that only (*Name*) has _____ in their gist. Discuss with your group if that idea is supported/important in the text.”

AVOID PITFALLS: GIST

Write a gist for the following paragraph.

Sloths have long gray or brown hair that blends in well with the surrounding environment, making it difficult for predators, such as the jaguar, to see them. They eat leaves and buds. A sloth's gestation period is almost six months. They do most things upside down: eat, sleep (an average of 15 hours per day), mate, and give birth. The probable maximum sloth lifespan is between 30 and 40 years.

TEACHING CONSIDERATIONS — GET THE GIST

Be sure text has main ideas (remember the “sloth”).

Teachers should prepare gists for each section prior to the lesson.

Teachers should evaluate the quality of gists.

Gists should be complete sentences.

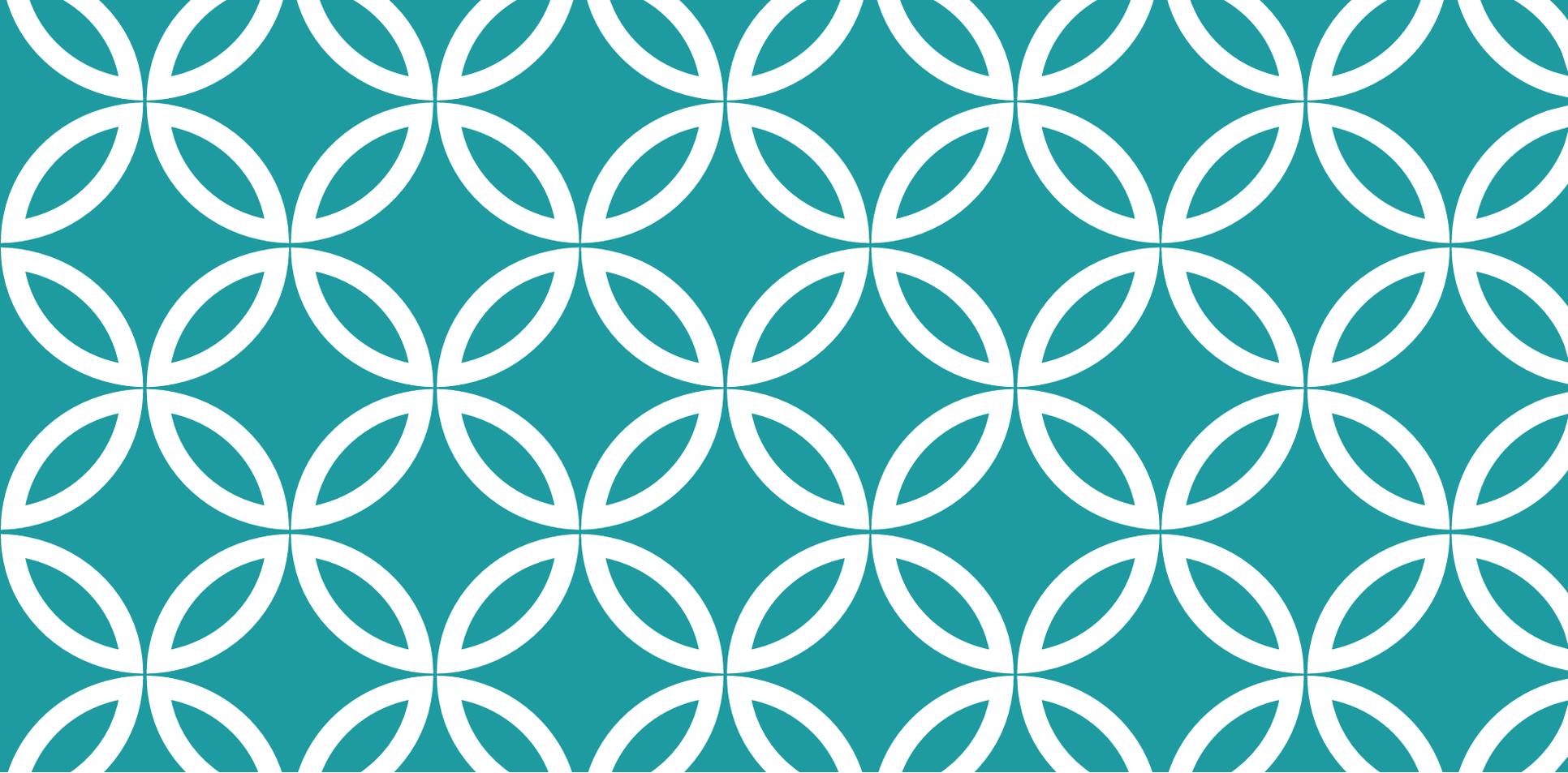
Don't start gists with: This section is about...

Teachers or students get too hung up on 10 words or less. A few more is okay.

Encourage discussion.

- Justify thinking with evidence from the text.
- Students need lots of practice discussing gist quality.

ELLs benefit from hearing lots of examples from teachers and peers as they learn how to distinguish main idea from details.



NEXT STEPS |

FOR NEXT TIME:

1. LOG IN TO THE CSR ONLINE TOOLKIT
2. TRY GET THE GIST IN YOUR CLASSROOM

<http://toolkit.csrscolorado.org/>

The screenshot shows the CSR Toolkit login page. At the top, there are three boxes: 'Engaged in Meaningful Discussions', 'Focused on the Content', and 'Guided by the Strategies'. Below these is the title 'Collaborative Strategic Reading' in a large, colorful font, followed by the subtitle 'an innovative, effective approach to reading comprehension'. A green heading reads 'Welcome to the CSR Toolkit!', and a blue paragraph below it says 'Log in to access FREE: classroom resources, professional development modules, and video examples of CSR.' The login form is titled 'CSR Toolkit Login' and contains two input fields: 'Email address' and 'Password'. Below the fields is a green 'LOG ON' button. At the bottom, there is a checkbox for 'Remember me' and a link for 'Forgotten password'.

Engaged in Meaningful Discussions — Focused on the Content — Guided by the Strategies

Collaborative Strategic Reading

an innovative, effective approach to reading comprehension

Welcome to the CSR Toolkit!

Log in to access FREE: classroom resources, professional development modules, and video examples of CSR.

CSR Toolkit Login

Email address

Password

LOG ON

Remember me [Forgotten password](#)

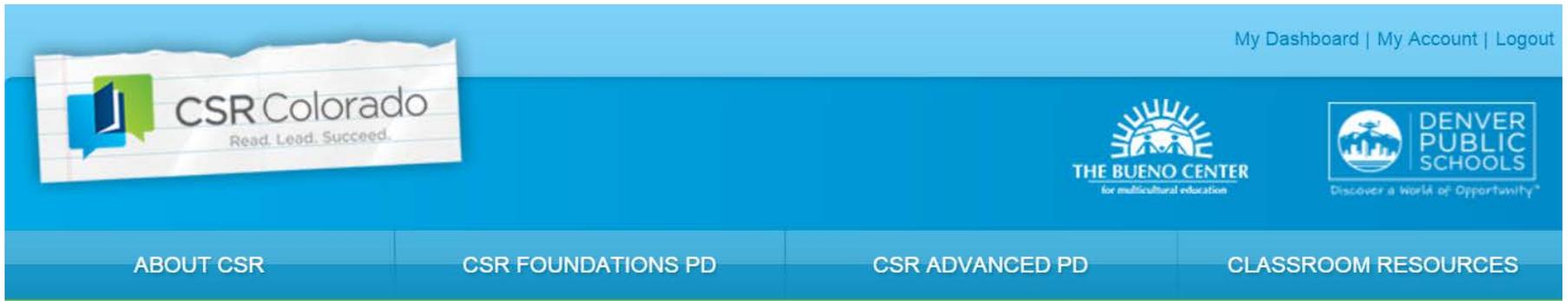
LOGIN – create an account

1. TO REVIEW— SEE CSR FOUNDATIONS PD: GET THE GIST

CSR FOUNDATIONS PD CSR ADVANCED PD FAVORITES

 <p>PREVIEW</p>	<p>Preview</p> <p>PROGRESS: 0%</p>	<p>CONTINUE</p>
 <p>CLUNKS & FIX-UP STRATEGIES</p>	<p>Click & Clunk</p> <p>PROGRESS: 5%</p>	<p>CONTINUE</p>
 <p>GET THE GIST</p>	<p>Get the Gist</p> <p>PROGRESS: 65%</p>	<p>CONTINUE</p>

2. FOR GET THE GIST INTRO LESSON FOR STUDENTS – GO TO CLASSROOM RESOURCES: STRATEGY INTRO LESSONS



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CSR Colorado
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THE BUENO CENTER
for multicultural education

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ABOUT CSR CSR FOUNDATIONS PD CSR ADVANCED PD CLASSROOM RESOURCES

Orientation
Student Materials
Teacher Materials
Video Library
▶ Strategy Intro Lessons
Strategy Practice
Promethean Resources
Teacher Tips



Strategy Intro Lessons

We recommend introducing CSR to your students by **teaching one strategy at a time**.

Each Strategy Intro Lesson provides an opportunity for students to learn and practice a new strategy by themselves and in pairs or small groups.

The Strategy Intro Lessons use a standard reading applicable to 5th – 9th graders. You can **change the reading** and **adjust sections of the lesson and lesson templates** to fit your curricular needs.

[Learn more about Strategy Intro Lessons on this FAQ page.](#)

FINAL THOUGHTS - GET THE GIST

- Getting the main idea is a difficult skill for most students.
- Students often require significant scaffolding to learn the process well.
- Model the process, scaffold in small groups, shorten sections, and provide feedback.
- Use the modified Gist Scaffold Learning Log

Most Important (Who/What)



•
•

•
•

Gist

- In addition, learning to give and get feedback takes time.
- Use the role cards, use resources on the CSR Toolkit and practice, practice, practice...



**WHAT QUESTIONS DO YOU
HAVE???**

SEE YOU ON NOV. 5

-DEBRIEF CLICK AND CLUNK

-INTRO TO CSR STRATEGY: *GET THE GIST*