GIST Note Taking

GIST: Generating Interaction between Schemata and Text (Frey et. Al., p. 45)

**Student steps in GIST:**
1. Read a portion of a text, stop, and write down key words and important facts for use in your summary. *If possible, work with a partner and negotiate key words.*

2. Try different wordings until you can combine the important facts into one sentence. Write a sentence that summarizes the “gist” of the passage.

3. Continue to the next portion of the text and repeat these steps.

4. At the end of the text, you will have written four or five sentences. Reread the sentences to check that they make sense and flow. If necessary, add transition words. (Restated from Frey et. al. See citation below.)

**Teacher Steps in GIST** (Frey et. al., p. 45)

1. Distribute copies of a short text (1-1 1/2 pages) divided into four or five sections that represent logical summarizing points, indicated by a line and the word “STOP” in the margins.

2. Explain GIST method (above) to students. Introduce the text to be read, build prior knowledge, and discuss key vocabulary. Read aloud the first passage of the text while students read along silently.

3. Lead class discussion about important facts from the passage, writing their ideas on the board.

4. Lead class discussion about how to formulate ideas into a sentence, allowing students to share ideas and negotiate to craft an accurate and precise sentence.

5. Write the agreed-upon sentence on the board, numbering it #1. Students write the sentence in their journals.

6. Read aloud the second passage, numbering the agreed-upon sentence #2 and repeat cycle until text is finished.

7. Discuss how the class has condensed a page of text into a limited number of sentences. Reread the series of sentences to check for meaning. Make any changes necessary so that it serves as a concise written summary.