

Ohio Standards Connections

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Benchmark B

Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.

(Grades 4 - 7)

Indicator 4

Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.

(Grade 7)

Lesson Summary:

Students will summarize a paragraph of a nonfiction article with one sentence. After reading the next paragraph and summarizing it, they will combine the summaries to cover the first two paragraphs. They continue reading one paragraph at a time, summarizing it and writing a summary of everything read to that point. At the end, they will have a summary of a nonfiction article.

Estimated Duration: 45 minutes.

Commentary:

It is important that this lesson be repeated throughout the year to encourage automatism of this skill for reading comprehension. Students need to develop good reading habits that will serve them into adult life. This lesson helps students practice the skills needed to summarize and, in turn, process and understand what they read.

Pre-Assessment:

After reading a short nonfiction article, ask students to write a summary of it.

Scoring Guidelines:

3 = All of the key ideas and supporting details are included in the summary.

2 = Most of the key ideas and some supporting details are included in the summary.

1 = An attempt is made to include some key ideas or supporting details in the summary.

0 = Response does not relate to the article.

Post-Assessment:

Give students a nonfiction article to read, and then ask them to write a summary of it.

Scoring Guidelines:

3 = All of the key ideas and supporting details are included in the summary.

2 = Most of the key ideas and supporting details are included in the summary.

1 = An attempt is made to include some key ideas or supporting details in the summary.

0 = Response does not relate to the article.

Instructional Procedures:

1. Select a nonfiction article that has several paragraphs and/or sections.
2. Remind students how to summarize information they read – stating the key ideas and a few supporting details.
3. Read the first paragraph/section together and write a one sentence summary

of that paragraph.

4. Read the next paragraph/section and once again, write a one sentence summary of that paragraph.
5. Look at the two summaries and combine them into a one-sentence summary.
6. Continue to read paragraphs/sections, writing one-sentence summaries of each paragraph/section. Then combine these summaries into a one-sentence summary. When you are finished, you will have a summary of the entire article. This strategy is sometimes called GIST.
7. After modeling this for students, have them repeat the GIST process with a selection that they read independently.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Model the strategy several times for students. Then guide them through the process repeatedly before asking them to use the strategy independently.

Homework Options and Home Connections:

Ask students to use the GIST strategy to summarize reading assigned for homework.

Interdisciplinary Connections:

When asking students to read material related to content areas, they can use the GIST strategy as they are reading.

Materials/Resources Needed:

For the teacher: Overhead projector, blank transparency and pens.

For the students: Nonfiction article, paper, pencil.

Key Vocabulary:

- summarize
- gist