

\$2 Gist Lists

A routine to help students prioritize details from the text to write a summary statement. This routine should first be used in the Gradual Release framework (I Do, We Do, You Do) where the teacher highly supports and scaffolds the practice. Then, it can be used as a structure for independent practice.

Process	Sample (Text: "Tea Overboard" by Mike Weinstein)
1. Students Read Section or Passage - Students underline or highlight words that relate to the main ideas and key details of the passage - This can be done independently or with a partner - This is a first step/brainstorming step– it is okay if they highlight/ underline a lot. They will prioritize in the next step	TEA OVERBOARD! By Mike Weinstein (2001) A strange-looking group of people gathered on a Boston wharf one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot. They were about to push the American Colonies much closer to war with England. The crowd on the wharf boarded three English ships. Once on board, they began dumping heavy chests of tea into the harbor. They poured so much tea into the water that the tea leaves began piling up and spilling back into the boats. Thousands of pounds of valuable tea were ruined. This destructive act of defiance is known as the Boston Tea Party. The disguised mob was made up of angry patriots—laborers, merchants, and even a 14-year-old apprentice. Many say that Paul Revere was part of the group.
2. Students Write a \$2 Gist List - Students work with a partner or small group to prioritize no more than 20 words that capture the "gist"-- the most important ideas and information from the text (compound nouns "count" as one word) - Explain that every word students select for their list "costs" \$0.10, and their goal is to spend less than \$2.00 on their "gist list." - Practice with interactive writing– generating a whole-class \$2 gist list– before expecting students to proficiently do this with a partner or small group - Option: Consider providing a template like this one or using tokens/counters so students can visualize how much they have "spent" - Option: Depending on the length of the text or the summary students will write, you can make this a \$1 (10 word) Gist List, \$1.50 (15 words), etc.	- Boston Tea Party - American Colonies - England - tea - taxes - Boston - ships - dressed up - harbor - patriots - defiance - protest - Sons of Liberty - Paul Revere - mob - war - protested - December 1773 - tensions

3. Refine the \$2 Gist List

- Students work with their partner or small group to revise their list to eliminate redundancy or to substitute academic language
- Use interactive writing to practice eliminating redundancy and substituting academic language before expecting students to proficiently do this with a partner or small group
- Option: Have students rotate to a new partner or small group for this step. This may result in students deciding to change words when they see the words other groups/ partnerships chose

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|-------------------------|----------------------|
| • Boston Tea Party | • defiance |
| • American Colonies | • Protest |
| | • opposed |
| • British | • Sons of Liberty |
| • tea | • Paul Revere |
| • taxes | • mob |
| • Boston | • war |
| • ships | • Protested |
| • dressed up | • December |
| • disguised | |
| • harbor | • 1773 |
| • patriots | • tensions |

4. Write a summary

- Students use the gist list as a word bank as they write a summary paragraph.
 - Depending on students' readiness and level of independence, students can write the summaries with their partners or independently.
 - Students do not have to use every word on the gist list– but they should use most words.
 - Students may use words on the gist list more than once
 - Students may change the word (e.g., pluralize, change tense, change part of speech) to make the word fit their sentence
- Remind students to include the title, author, and main idea of the text in their opening sentence.
- Consider providing a sentence stem (e.g., a text structure sentence stem) for students who need help getting started
- Teach students to incorporate multiple, closely related ideas into sentences, then check to make sure the order and flow of their sentences make sense.
- Use interactive writing to practice using gist lists to write summaries before expecting students to write

The article "Tea Overboard" by Mike Weinstein describes the events of the **Boston Tea Party** and other ways the **American Colonists protested** against **British** actions. In **December 1773**, an angry **mob** gathered near three **ships** in **Boston**. The **mob** of **colonists** was angry because the **British** were **taxing tea**. To **protest**, the **Patriots** threw the **tea** into the **harbor** in an act of **defiance**. One of the **patriots** in the **mob** may have been **Paul Revere**, a member of a secret group called the **Sons of Liberty** that **opposed** England. After the **Tea Party** the British punished **Boston**, which increased **tensions** and led to **war**.

independently or with a partner/small group.	
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Sources:

Kane County Regional Office of Education. "Branching out: Two dollar summary statements."

<https://www.youtube.com/watch?v=OyFTXIXUhIY>

Reading Rockets. "Summarizing."

<https://www.readingrockets.org/classroom/classroom-strategies/summarizing>.