

THE EFFECTS OF THE MODIFIED GIST STRATEGY ON THE READING
COMPREHENSION OF ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

by

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DEDICATION

This is dedicated to my loving husband and my mom who inspire me to pursue my academic dreams.

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LIST OF ABBREVIATIONS

Generating Interactions between Schemata and Text.....	GIST
English Language Learner	ELL
Students with Disabilities	SWD
Learning Disabilities	LD

ABSTRACT

THE EFFECTS OF THE MODIFIED GIST STRATEGY ON THE READING COMPREHENSION OF ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

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A single-subject multiple-probe multiple-baseline study was designed to investigate the effects of the Modified GIST Strategy on the summarizing skills of five English language learners with disabilities between the ages of 15 and 17 years old. The five participants were in grades nine through 11 and were enrolled in both an English class as well as a reading remediation class. The participants were enrolled in a public high school located in a diverse school district near a metropolitan city in the Mid-Atlantic area of the United States. The participants were pulled from remedial reading courses for approximately 22 individual sessions with the researcher in the reading resource room and school library.

Baseline data was collected prior to the implementation of the Modified GIST Strategy, and the participants were randomly assigned to an intervention tier and intervention start date. The dependent measures included (1) modified GIST summary

statements, (2) standardized and informal reading assessments, and (3) the Adolescent Motivation to Read Profile.

Following the baseline phase, the participants received tutoring in the Modified GIST Strategy through modeling and guided instruction. The participants were involved in six tutoring sessions that ranged from 20 to 50 minutes of instruction that included lessons on the before, during and after reading components of the Modified GIST Strategy. The participants were taught how to use the strategy to summarize expository articles from *Scholastic Action* magazines. Each participant practiced using the entire strategy three times with the researcher prior to moving onto the intervention phase. During the intervention phase, the participants read *Scholastic Action* magazine articles and practiced used the Modified GIST strategy independently to summarize the articles.

Additionally, each participant completed a generalization phase simultaneously with the intervention phase in a science classroom or the reading resource room. During generalization, the participants were asked to read expository passages from a science text book and summarize the main idea of each passage. Two weeks following the intervention phase, maintenance data was collected for each participant. During maintenance, the participants were asked to read randomly selected *Scholastic Action* magazine articles and complete the Modified GIST Strategy template.

Procedural fidelity was measured, and two observers completed fidelity checklists for between 33% and 50% of the sessions across all participants and phases. Procedural fidelity was averaged to be 98.76%. Interobserver agreement was completed for the scoring of the Modified GIST Strategy Rubric by two independent observers and was

averaged to be 95.02%. Social validity interviews were conducted with each participant following the intervention.

The data was analyzed using visual analysis, PND, descriptive and nonparametric statistical procedures. The findings from the study indicated that: (a) all five participants demonstrated mastery of the Modified GIST Strategy steps following six tutoring sessions, (b) all five participants increased in their ability to summarize expository text immediately after instruction in the Modified GIST Strategy during the tutoring phase, (c) all five participants maintained their ability to summarize expository text at least two weeks following the intervention phase and three weeks following the instruction during the tutoring phase, (d) nonparametric tests indicated that the gains for the entire group of participants were significantly higher on the KTEA-II reading subtests, (e) three of the five participants demonstrated substantial gains on the KTEA-II reading subtests after instruction in the Modified GIST Strategy, (f) four out of five participants demonstrated improved comprehension scores on the QRI Expository Passages following instruction in the Modified GIST Strategy, (g) three out of five participants scored above the baseline probes during the generalization phase, (h) three out of five participants had improved scores in their motivation to read following participation in the research study.

Limitations of the present study, as well as recommendations for researchers and practitioners were discussed to support further investigation of the use of the Modified GIST Strategy on improving summarizing skills of English language learners and students with disabilities.

I. INTRODUCTION

“Mind the gap” is a phrase that all residents of London know well from riding the subway. This phrase applies to education as well, and educators should take this advice and focus their efforts on minding the gaps in education. Despite the efforts of teachers and researchers to close the achievement gap between English language learners (ELLs), students with disabilities (SWD) and general education students; there is still a substantial gap in the reading scores of such students at the secondary level. Although the population of diverse learners continues to boom in the United states, many school districts are not adapting quickly enough to meet the ever-changing needs of students from varying backgrounds and students with exceptional learning needs. Particularly, in this time of economic upheaval, school systems need to band together to creatively meet the needs of students at risk for reading failure. It is necessary to identify reading interventions that are successful in helping secondary level ELLs and SWDs improve their reading abilities.

According to Kindler (2002), the ELL population in our nation is growing at an exponential rate and there are more than 400 language groups represented in American schools today. The most commonly spoken language by ELLs is Spanish although there are hundreds of languages spoken by ELLs (Orosco, Almanza de Schone wise, de Onis, Klingner, & Hoover, 2008). Over the past decade, the ELL population has increase by 70 percent in American schools (Calhoon, Al Otaiba, Cihak, King, & Avalos, 2007). The

National Center for Educational Statistics indicates that the ELL population in American schools has increased from 4.7 million in the 1980s to 11.2 million in 2009. The immigrant population in the United States now accounts for approximately 11 percent of the total population, which is the highest proportion of immigrants in the last 70 years. This indicates that the immigrant population tripled since 1970 and went from 9.6 to 28.4 million (Orosco et al., 2008). Further, Garcia (2004) stated that “immigration accounts for virtually all of the national increase in public school enrollment over the last two decades. In 2000, there were 8.6 million school-aged children from immigrant families in the United States (p. 10).” The increase in ELLs has been difficult for educators to adapt to because many ELLs have learning needs. Research indicates that ELLs are twice as likely to read below grade level as English speaking students (Calhoon et al., 2007). Some of the learning needs stem from difficulty with language acquisition, limited schooling and social economic influences. Orosco et al. (2008) stated, “over 50 percent of non-White children were living in poverty; 72 percent lived in racially isolated neighborhoods. The poverty rate for immigrants is 50 percent higher than for those born in the United States, and immigrants comprise 22 percent of all persons living in poverty” (p. 7).

The increase in ELLs has challenged teachers and researchers because ELLs continue to be outperformed by other subgroups. The Civil Rights Act of 1964 helped change education by requiring schools to provide education without discriminating a student based on race, national origin, or gender (Pulliam & Van Patten, 1995). In 1965, the Elementary and Secondary Education Act passed and supported the “War on Poverty”

which was driven by President Lyndon B. Johnson (Pulliam & Van Patten, 1995). However, despite the Civil Rights Act and the Elementary and Secondary Education Act, ELLs experienced discrimination in American public schools until the Supreme Court case of *Doe v. Plyler* of 1982. This important case ruled that ELLs in American public schools could not be discriminated against based on the status of their citizenship (Pulliam & Van Patten, 1995). The most recent reauthorization of the Elementary and Secondary Education Act was the No Child Left Behind (NCLB) Act of 2001. The purpose of NCLB was to ensure that all students, including English language learners, receive high quality instruction that meets their instructional learning needs (No Child Left Behind [NCLB], 2001).

Similarly to the education of ELLs, the education of children with disabilities has changed greatly over the past fifty years. Although, SWDs have been educated in American public schools for some time, the passage the Education of All Handicapped Children Act in the form of Public Law 94-142 officially defined special education in 1975. This law ensured that all children with disabilities are able to receive a free and appropriate public education. In 1990, this law was reauthorized as Public Law 101-476 and the Individuals with Disabilities Education Act (IDEA) was established. The most recent revision of this law occurred in November 2004 with the establishment of the Individuals with Disabilities Education Improvement Act. IDEA ensures that all children with disabilities are able to receive a free and appropriate education in the least restrictive environment (Bateman, Bright, O'Shea, O'Shea, & Algozzine, 2007).

Statement of the Problem

Despite the legislative advances, there is still a substantial achievement gap between ELLs and SWDs compared to general education students. There is a great need for evidence-based practices that can meet the needs of ELLs with disabilities and ELLs at risk for disabilities. Particularly, there is a great need for reading interventions designed for ELLs with disabilities. Currently, very few evidence-based reading interventions are available for use with ELLs and students with disabilities at the secondary level, and most of the intervention studies were conducted with primary age students. However, the results from a meta-analysis written by Scammacca et al., (2007) suggest some pre-existing interventions may be successful when used with older readers. Scammacca et al. suggest that struggling readers need to be instructed in decoding, fluency, and comprehension strategies. Klingner, Vaughn, and Boardman (2007) found that poor reading fluency has a negative impact on reading comprehension, and students should be taught how to improve their oral and silent reading fluency. Hasbrouk and Tindal (2006), suggest that secondary level students should read approximately 100 to 150 words correct per minute when reading aloud.

In addition to reading fluency instruction, struggling secondary readers also need instruction in comprehension skills. According to Scammacca et al. (2007), the findings from intervention studies typically report small gains in comprehension for older struggling readers. In order to help secondary students improve their reading skills, instruction needs to target the individual needs of each student. Students need to learn strategies for before, during and after reading; and it is extremely important for students

to learn and practice meta-cognition while reading (Klingner et al., 2007). It is important for secondary ELLs and students with disabilities to learn how to self-regulate their comprehension while reading.

Vocabulary knowledge directly impacts reading comprehension, and it is necessary to provide direct instruction of vocabulary to ELLs with disabilities.

Researchers have found that struggling readers need to learn a staggering 2,000 to 4,000 new words each year in order to keep pace with typically performing peers (Klingner et al., 2007). According to Allen (1999), it is important to teach students academic vocabulary because such instruction helps students improve in the areas of reading comprehension, knowledge of concepts, writing, and communication. Secondary level ELLs and students with disabilities will benefit from instruction in all of these areas.

Although much is known about reading interventions that target monolingual speakers, less is known about teaching ELLs who have difficulty reading (Linan-Thompson, Vaughn, Hickman-Davis, & Kouzekanani, 2003). Research reports that approximately 56% of ELLs who receive special education services have reading deficits. Additionally, approximately 24% of ELLs receive services for difficulty with speech and language (Office of Special Education and Rehabilitation Services, Offices of English Language Acquisition, & National Institute of Child Health and Human Development, 2003).

Another important finding presented by Gyovai, Cartledge, Kourea, Yurick, and Gibson (2009) is that there is a correlation between low levels of English proficiency and special education placement, but there is a negative correlation between special education placement and students with higher levels of English proficiency. This finding is

important because research indicates that students with reading difficulties do not always have learning disabilities (McCardle, Mele-McCarthy, Cutting, Leos, & D'Emilio, 2005). It is necessary to identify reading interventions that are effective in helping ELLs at risk improve in their reading abilities. The growing percentage of ELLs performing below grade level indicates that this population is not being instructed with effective interventions, and further research must address this issue. Schools in this nation continue to have difficulty servicing this population successfully (Rinaldi & Samson, 2008). Further research needs to focus on which interventions are effective in servicing ELLs with disabilities.

In addition, research also suggests that older struggling readers may benefit from more frequent intensive interventions sessions in order to acquire the reading skills they need to catch up with their peers and get closer to performing at grade level (Denton, Wexler, Vaughn, & Bryan, 2008). It is necessary for older struggling readers to have some immediate successes in order to improve self-efficacy and incentive to improve their reading. Individualized instruction is a major component of helping older struggling readers find success and improve (Manset-Williamson & Nelson, 2005). This study is justified due to the lack of literature on how to instruct older ELLs with disabilities in reading comprehension as well as the lack of literature supporting the use of the GIST strategy with secondary ELLs with disabilities. There is a great need for more research on interventions that teach reading comprehension skills to this population of students.

Focus on Reading Comprehension Strategy Instruction

The main goal of reading instruction is to help students construct meaning from text. Decoding has little importance if a student is unable to comprehend the text that they read (Klingner & Giesler, 2008). According to Klingner and Geisler (2008), “reading comprehension is a complex process of constructing meaning by coordinating a number of processes, including decoding, word reading, and fluency along with the integration of background knowledge and previous experiences” (pp. 64-65). As students transition from elementary school to secondary school, the purpose for reading begins to shift. According to Berkeley (2007), the purpose for reading shifts from “learning to read” in elementary school to “reading to learn” in the upper grades. This is all the more true as students enter high school and are expected to read and understand the high levels of text that are presented. Expository texts are used frequently during content area instruction in upper level classrooms. Berkeley states that text books are one of the most predominant forms of expository texts in the classroom, and “text books include multi-syllabic technical words, various expository text structures, and a dense amount of unfamiliar content and facts” (p. 7). In addition, Klingner and Geisler note that many factors influence ELLs’ comprehension such as time in school, oral language ability, vocabulary knowledge, and familiarity with reading comprehension strategies. Teachers are often at fault of not spending enough time explicitly teaching comprehension strategies in the classroom (Klingner & Geisler).

It is necessary and extremely important for teachers to instruct students in research-based reading strategies (Scammacca et al., 2007; Watson, Gable, Gear, &

Hughes, 2012). One comprehension strategy that requires explicit instruction is summarizing (Gajria & Salvia, 1992). The National Reading Panel noted that summarizing text (both fiction and non-fiction) should be taught explicitly to students (National Institute of Child Health and Human Development, 2000). Most of the research conducted on summarizing strategies for ELLs with disabilities or ELLs at risk for disabilities was completed with elementary aged students, and no reading comprehension intervention studies have been completed with ELLs with disabilities at the high school level. In addition, there is only a limited amount of intervention studies published on summarizing instruction at the primary grade level. According to Trabasso and Bouchard (2002), there were only 18 reports on summarization in the primary grades from a total of 205 studies on comprehension published since 1980.

One strategy for teaching summarization is the Generating Interactions between Schema and Text (GIST) strategy. This strategy was developed by Cunningham (1982) in order to assist students in briefly summarizing paragraphs. The strategy has the students answer the “W-H” questions which are who, what, when, where, why and how about each paragraph in a passage. Then the students write a 15 to 20 word summary statement which is commonly referred to as the gist statement.

Another summarization strategy is collaborative strategic reading which is commonly referred to as CSR. This strategy was developed by Klingner, Vaughn, and Schumm (1998) in order to combine cooperative learning with instruction in reading strategies. This strategy includes a modified version of the GIST statement as well as some other aspects that help the students build their meta-cognitive skills. The students

identify the clicks and clunks of their reading in order to make note of aspects of the text that are difficult to understand. In CSR, the students work as groups to collaboratively write GIST statements and summarize the text.

Purpose of the Current Study

The current study was designed to modify the GIST strategy (Cunningham, 1982) in order to meet the needs of high school English language learners with disabilities. An extensive search of the literature revealed that no published intervention studies test the use of the GIST strategy with high school English language learners with disabilities. The current study was designed to address the need for reading intervention studies that target high school level ELLs with disabilities and extend the research of the GIST strategy used with this population. The purpose of the study was to determine if students with limited English proficiency and disabilities were able to increase in their ability to summarize expository text. Another focus of the study was to determine if the students' motivation to read changed following instruction in the intervention. The following research questions were addressed:

- Does the modified GIST strategy instruction improve the students' ability to summarize expository text, and do the students continue to use the strategy several weeks following the intervention?
- Does the modified GIST strategy instruction improve the students' overall reading comprehension as measured on standardized and informal reading assessments?

- Are students able to generalize the use of the modified GIST strategy in other academic settings? Did the students improve in their ability to summarize text in other academic settings?
- Did the students' motivation to read change following the intervention?

Definition of Terms

The following terms will be used frequently throughout this study. An explanation of the terms is provided in order to provide the background knowledge needed to fully understand the topic.

English Language Learners

According to Public Law 107-110, an English language learner is a student who is between the ages of three to 21 years old and enrolled in an elementary or secondary school in the United States. English language learners include individuals who were born in different countries and/or who grew up speaking a native language other than English. English language learners can also include Native Americans or Alaska Natives who grew up in an environment where English was not dominant. The federal government requires public schools to provide appropriate services to English language learners who have difficulty reading, writing, speaking, and understanding English in order to help the students achieve and participate in society (NCLB, 2001).

Students with Disabilities

According to the IDEA 2004, students with disabilities can receive a free and appropriate public education in the least restrictive environment. Students can qualify for special education services if they have a disability such as an intellectual disability, a

hearing impairment, a speech or language impairment, a visual impairment, an orthopedic impairment, emotional disturbance, autism, a traumatic brain injury, a specific learning disability, multiple disabilities, or a different health impairment (§300.7).

Learning Disabilities

According to IDEA 2004, students with learning disabilities qualify for special education services. IDEA 2004 allows schools to use two models to identify students with learning disabilities. Historically, the discrepancy model has been used to determine whether or not a student has a learning disability, and this model evaluates whether or not there is a discrepancy between ability and achievement based on the student's psychological processing and academic performance. IDEA 2004 also allows students to be identified through the response to intervention (RTI) model. This model provides intensive targeted intervention for at-risk students, and students who fail to respond to the intensive instruction can qualify for special education services due to a learning disability.

High School

High school includes grades nine through 12. For the purposes of this study, high school age students range from 14 to 22 years old, and many ELLs and SWDs attend high school for more than four years due to their academic needs.

GIST

This is a reading comprehension strategy that teaches students how to write brief summary statements. The Generating Interactions between Schema and Text (GIST)

strategy was developed by Cunningham (1982) in order to assist students in briefly summarizing paragraphs.

Modified GIST Strategy

A modified version of the GIST strategy was developed for this intervention. The modified GIST strategy includes reading comprehension strategies that require the students to complete before, during, and after reading activities. This strategy is described in further detail in chapter three.

“Wh” Questions

For the purpose of this study, “wh” questions are: who, what, when, where, why and how.

II. LITERATURE REVIEW

Reading is a key skill for 21st century students to acquire, and the stakes have never been higher. Today, if a student has difficulty reading, they will face many disadvantages in life because we live in such a text rich society. The job market in the United States is becoming more and more competitive, and jobs for unskilled individuals are harder to come by. Most applicants need proficient literacy skills in order to complete the demanding tasks placed on them in the workplace. Therefore, it is necessary for individuals to be able to read and comprehend text at a higher level.

Knowledge of instructional strategies and evidence-based practices is needed in order to best meet the literacy needs of English language learners with disabilities. The subsequent section discusses areas related to literacy interventions for middle school and high school level students with learning disabilities and English language learners with learning disabilities.

Reading Difficulties and Disabilities

Since the enactment of NCLB (2001), states and schools are required to place a stronger emphasis on core skills such as reading. Schools are federally required to use evidence-based practices to help students become proficient in reading. States are required to set the educational benchmarks and standards to measure student achievement and ensure that students are proficient in areas such as reading. Reading is the building

block that enables students to be successful in other content areas, and it is more crucial now than ever before that our students learn how to read and comprehend text in order to contribute to the demands in society (August, Francis, Hsu, Snow, 2006; Mancilla-Martinez, Kieffer, Biancarosa, Christodoulou, & Snow, 2009; Woodruff, Schumaker, & Deschler, 2002).

In the late 1970's Durkin (1977) conducted one of the first analyses on reading instruction provided in general education classrooms. In her analysis, she noted the considerable lack of research available to evaluate the effectiveness of comprehension instruction. Since Durkin's analysis, the research community has made a concerted effort to evaluate the use of reading interventions at multiple grade-levels (Edmonds et al, 2009; Scammacca et al., 2008).

Students with Disabilities and Reading Difficulties

Good readers are able to almost inherently use comprehension skills (e.g., making predictions, asking questions, making inferences, drawing conclusions, synthesizing information, summarizing information, etc.) and easily identify relevant information in text. The difference between good readers and poor readers is that good readers are more strategic and use the appropriate skills to gain meaning from text (Klingner et al., 2007). Unfortunately, many students with learning disabilities have poor reading skills, and struggle to use the appropriate skills to better comprehend text (Bryant, Linan-Thompson, Ugel, Hamff, & Hougen, 2001). In addition, students with disabilities usually have a limited academic vocabulary and lack the appropriate background knowledge required to comprehend text (Gersten, Fuchs, Williams, & Baker, 2001). Poor readers are often less

motivated and less interested in reading than their peers, and they are often characterized as dormant learners who use few meta-cognitive strategies to self-monitor their learning while reading (Klingner et al., 2007). Many students with learning disabilities lack meta-cognitive awareness which is the ability to utilize an assortment of comprehension strategies to draw meaning from text (Kim, Vaughn, Klingner, Woodruff, Reutebuch, & Kouzekanani, 2006).

English Language Learners with Reading Difficulties

Sadly, scores of students in the United States lack sufficient literacy skills. Data indicates that English language learners are at a greater risk for reading deficits than mono-lingual speakers (Calhoon et al., 2007). The number of English language learners in American public schools is growing at an exponential rate. Approximately 11 percent of the total population in the United States is comprised of immigrants, and the immigrant population tripled since 1970 going from 9.6 to 28.4 million (Orosco et al., 2008). According to Kindler (2002), the ELL population in our nation has increased by staggering amounts and in 2000, there were more than 400 language groups represented in the American public schools. This rise in immigration has greatly impacted American public schools, and educators are struggling to meet the needs of students with limited English proficiency. Research indicates that ELLs are twice as likely to read below grade level as English speaking students (Calhoon et al., 2007).

The majority of English language learners in the U.S. have reading deficits as only three percent of the ELLs tested on NAEP reading scored “proficient” or above. In addition, 71% of ELLs scored “below basic” on the most recent NAEP reading

assessment (U. S. Department of Education [USDOE], Institute of Education Sciences [IES], & National Center for Education Statistics [NCES], 2011). Today, the most commonly spoken language by ELLs is Spanish with approximately 75 percent of ELLs indicating that Spanish is their native language (Orosco et al., 2008). According to Calhoun et al. (2007), Spanish speaking ELLs are twice as likely as English speakers to read below grade level. Approximately 40% to 50% of Hispanic students between the ages of 15 and 17 are enrolled in below grade level classes (Heubert & Hauser, 1999).

Secondary Students with Reading Difficulties

Many educators inappropriately assume that students in middle and high school do not require explicit reading instruction. In addition, most teachers at the secondary level are not trained to differentiate instruction for students with reading deficits. Therefore, many students in middle and high schools fall through the cracks and do not receive the targeted reading instruction required to help them be successful in school. The most recent NAEP data indicates that more than 60 percent of students enrolled in middle and high schools in the United States scored below the “proficient level” (USDOE, IES, & NCES, 2011). In addition, the NAEP data also indicates that approximately 25 percent of students enrolled in secondary schools (i.e., middle schools and high schools) have reading deficits. Further, 25 percent of eighth grade students and 27 percent of 12th grade students in the United States scored below the “basic” level on the most recent NAEP reading assessment (USDOE, IES, & NCES, 2011). Millions of students across the United States have difficulty reading and comprehending text, and Kamil (2003) states that approximately 8.7 million students in the United States between

fourth and 12th grade have difficulty completing literacy tasks presented in the classroom. Educators are faced with the enormous task of combating this epidemic of reading failure as well as motivating students to stay in school. Unfortunately, there appears to be a correlation between poor reading skills and the high school dropout rate. Alliance for Education (2011) remarked:

The majority of students are leaving high school without the necessary reading and writing skills needed to succeed in college and a career. Many of the 1.2 million students who leave high school each year without a diploma have low literacy skills. In America today, one in four students fail to graduate from high school on time. African American and Hispanic students drop out of high school at nearly double the rate of their white peers. (p.1)

A staggering amount of adolescents drop out of high school each year. In the United States, it is estimated that almost 7,000 students drop out of high school every day (Alliance for Education, 2011).

Teachers, school leaders, and researchers face the daunting task of meeting the needs of older students with reading difficulties (Denton et al., 2008). Unfortunately, many middle and high school level students with reading difficulties also have other difficult issues in their lives. Many students with low literacy skills come from low-socio-economic backgrounds. According to the USDOE, IES, and NCES (2011), the eighth grade NAEP results indicate that only 18 percent of students who come from low socio-economic backgrounds scored at the “proficient” reading level. Conversely, 44 percent of students from more affluent homes scored at or above the “proficient” level on the

most recent NAEP reading assessment (U.S. Department of Education, 2011).

Furthermore, the Alliance for Education wrote that “half of incoming ninth graders in urban, high-poverty schools read three or more years below grade level” (Alliance for Education, 2011). In addition to the achievement gap between students from low socioeconomic backgrounds and students from more affluent backgrounds, there is also a major gap between students from different ethnic backgrounds. The eighth grade NAEP results show that only 18 percent of Hispanic students, 14 percent of African American students, and 22 percent of Native American students scored “proficient” or higher on the NAEP assessment ((USDOE, IES, & NCES, 2011).

Motivation to Read

Motivation to learn and read greatly affects the engagement of students, and recent research indicates that a lack of motivation negatively impacts the engagement of students in the classroom (Gambrell, Palmer, Codling, & Mazzoni, 1996; Kelley & Decker, 2009; Strommen & Mates, 2004). Motivation to read deals with a student’s identity as a reader, and Guthrie and Wigfield (1997) state that motivation deals with the beliefs, values, goals, and needs that a reader has. Gambrell et al. (1996) state that lack of motivation is the root of many problems in education, and students who have a poor self-concept in regards to reading often have poor motivation to read. Similarly, students who have a strong self-concept in reading typically have more motivation to read (Gambrell et al., 1996). In order for students to be successful readers, students need both reading competency and motivation (Kelley & Decker, 2009).

Many factors complicate the issue of motivation to read, and research indicates that both gender and age are correlated to motivation (Applegate & Applegate, 2010; Durik, Vida, & Eccles, 2006). Female students tend to have higher levels of motivation than male students, but there does not seem to be a gender difference in regards to the reader's self-efficacy (Applegate & Applegate, 2010). In addition, younger students typically have a higher motivation to read than older students, and research indicates that students typically begin to lose their motivation to read after the fourth grade (Durik et al., 2006). It can be difficult for educators to motivate older readers with reading difficulties (Nelson & Manset-Williamson, 2006; Smith & Wilhelm, 2004).

Students with disabilities and students who are at-risk for disabilities are often at-risk for having poor motivation to read as well. Such students are frequently thought to have an attitude of "learned helplessness" in the classroom, and this is typically a result of academic failure and poor motivation (Nelson & Manset-Williamson, 2006). Students usually begin to identify the difference between motivation and ability in their pre-teen years, and many students begin to equate hard work with students who have poorer academic skills. In contrast, many students with reading difficulties assume that students who do not have to work hard have greater academic abilities (Nelson & Manset-Williamson, 2006). It is important to address adolescent reading instruction differently than instruction for younger children because adolescents usually read less often during their teen years than younger children (Pitcher et al., 2007). Also, research indicates that teen males are more likely to disengage from reading in their teen years (Pitcher et al., 2007).

Many teachers arbitrarily measure motivation to read, so researchers developed a measure to assess reading motivation. Gambrell et al. (1996) developed the Motivation to Read Profile (MRP) in an attempt to address this area of need. The MRP measures the students reading self-efficacy as well as the value that students attribute to reading. This measure was originally developed to be used with elementary age students in second through sixth grade. The MRP contains two sections: a group administered reading survey which contains 20 questions and an individually administered conversational interview containing 14 questions. This reading profile was field tested with 330 third and fifth grade students in two schools in order to determine the validity and reliability of the measure. The reading survey takes approximately 15 to 20 minutes to administer, and the results provide information about the students' self-concept as a reader and value attributed in order to provide insight into whether the students are motivated or not motivated. The conversational interview also takes approximately 15 to 20 minutes to administer, and the purpose is to understand what motivates the students to read.

Although the MRP has been used to assess students' motivation to read at the elementary level, researchers identified a need for a variation of this measure to be used with adolescent readers (Pitcher et al., 2007). Pitcher et al. (2007) modified some of the questions on the MRP in order to create the Adolescent Motivation to Read Profile (AMRP). Pitcher et al. indicate that adolescent motivation to read is driven by different factors than younger readers, so adolescents need to be asked different questions in order to assess motivation. Like the MRP, the AMRP contains two sections: the reading survey and conversational interview. The reading survey contains 20 questions and is

also administered by an educator in a group setting. The conversational interview is designed to be administered individually and contains 14 questions. The main difference between the MRP and the AMRP is that the questions have been modified for use with adolescents. The purpose of the AMRP is to understand the students' self-concept about reading and the value attributed to reading (Pitcher et al.).

In summary, motivation impacts reading achievement because high rates of motivation are correlated to a high self-concept of reading (Gambrell et al., 1996). Highly motivated students are more apt to read on their own for enjoyment and academic learning (Gambrell et al., 1996). Research indicates that the students belief of their ability

Therefore students who have difficulty reading, such as ELLs and students with disabilities, will be less likely to have higher rates of motivation and a high self concept of reading. It is likely that the participants in this study will have a low motivation to read because the participants included in this study are high school students who are both ELLs and students with disabilities. The AMPR will be used with the students in this study to get a pulse on the motivation to read of each participant. Research indicates that students with a strong self-concept of reading have a higher motivation to read and students need motivation in order to improve in their reading abilities (Kelley & Decker, 2009). One hope for this study is that students will experience and increase in their motivation as they learn to better comprehend text, and hopefully this increase in motivation will help students focus on learning to read and comprehend at higher levels.

Reading Comprehension

Comprehension is the purpose of reading, and decoding has little use if comprehension is not the end result. Research does indicate that students with poor decoding and fluency skills have difficulty understanding text, and these aspects of reading must be addressed (Denton et al., 2008; Edmonds et al., 2009). However, the overall purpose of teaching decoding and fluency is to enable students to comprehend text. According to Klingner et al. (2007), there are three ultimate goals for reading: gaining meaning, learning new information, and experiencing pleasure. Without comprehension, none of the goals are attainable. Reading comprehension is the end goal or the holy grail of literacy, and comprehension involves the combination of many skills in order to construct meaning from text (Graves, 1986; Klingner et al., 2007; Malone & Mastropieri, 1992). Reading comprehension involves many skills such as making predictions, asking questions, making inferences, drawing conclusions, synthesizing information, identifying the main idea of a passage, summarizing text, and analyzing text. August et al. (2006) wrote, “Comprehension is like a chemical reaction, which can be constrained by too little of any one of the elements necessary in the reaction, even if the others are present in abundant qualities” (p. 222).

It was not until the late 1970’s, that researchers began evaluating the effects of reading comprehension interventions. Durkin (1977) analyzed the effects of reading instruction in regular education, and she noted in her analysis the considerable lack of comprehension instruction in general education classrooms. This acknowledgement of

the lack of evidence-based practices for comprehension instruction encouraged paved the way for the line of research in comprehension instruction we have today.

Since Durkin's (1977) analysis, reading comprehension instruction has been the focus of numerous intervention studies and research synthesis over the past decades, and researchers have developed several interventions to target the needs of struggling readers with disabilities (Gersten et al., 2001; Jitendra, Burgess, & Gajria, 2011). This section will highlight the literature that addresses the reading comprehension of secondary level students with learning disabilities or secondary level English language learners with disabilities. In order to identify the studies included in this section, a four step search process was used.

The first step included a search of electronic databases: Psyc Info, ERIC, Education Research Complete, ProQuest and Digital Dissertations. The key words used in the electronic research included combinations of *English language learners, English speakers of other languages, reading, reading interventions, literacy, reading comprehension, comprehension, vocabulary, special education, learning disabilities, at-risk, disabilities, difficulties, secondary, middle school, high school, motivation to read, adolescent, GIST, Generating Ideas for Schemata of Text, and Peer Assisted Learning*. This initial search yielded 236,452 results. After completing the electronic search, I looked through the article titles and abstracts to determine which studies met the inclusionary criteria. After I identified articles that met the inclusionary criteria, I conducted ancestry searches using the references pages of the articles. Finally, I emailed Cunningham, the original creator of the GIST strategy, to ask if he was aware of any

more articles on the GIST strategy. Thirty-nine articles, which included research syntheses, literature reviews, and intervention studies, met the criteria of inclusion. The inclusion criteria for the research on reading comprehension was as follows: (1) The research article must be a research synthesis, literature review, or an intervention study (i.e., single subject, experimental, quasi-experimental design) that included a dependent measure that assesses reading comprehension; (2) The research must include students with learning disabilities or English language learners with learning disabilities. Studies that addressed struggling readers, low performing readers, or reading difficulties were not included in the study unless they also included students with learning disabilities; (3) The research must include participants in or between the grades of seven to 12; (4) Reading comprehension (e.g., main idea, summarization, recall of information, etc.) must be a main focus of the research; (5) Only articles written in English were considered for this study.

Research Syntheses and Reviews on General Reading Comprehension

The literature search yielded several research synthesis and reviews on reading comprehension. The following studies are organized chronologically to demonstrate the progression of research on this topic.

Research conducted prior to 2000. Talbott, Lloyd, and Tankersley (1994) examined 48 studies that addressed reading comprehension for students with learning disabilities. The synthesis examined studies that addressed students with learning disabilities ranging in age from nine to 17. The purpose of the study was to compare the effects of the comprehension interventions to the control groups. Several types of

interventions were present in the synthesis: cognitive interventions ($n = 21$), computer interventions ($n = 8$), pre and mid reading interventions ($n = 8$), vocabulary interventions ($n = 4$), direct instruction ($n = 1$), cognitive behavioral interventions ($n = 4$) and other types of interventions ($n = 2$).

The interventions that provided other types of instruction had the highest effects, ($ES = 3.08$) where as direct instruction had the lowest effect, ($ES = 0.67$). The effects for cognitive interventions ($ES = 1.0$), pre and mid reading interventions ($ES = 1.18$), and cognitive behavior interventions ($ES = 1.60$) all had large effects. Finally, the interventions that incorporated computer-assisted instruction had moderately large effects, ($ES = 0.67$). In addition, the results indicate that the instructor of the intervention had a great impact on the outcome. The interventions taught by the authors had the highest effects ($ES = 3.75$), followed by those taught by research assistants ($ES = 1.16$). The interventions taught by classroom teachers had the smallest effect, ($ES = 0.51$) (Talbot et al., 1994).

Mastropieri and Scruggs (1997) conducted a literature review that focused on reading comprehension strategies for students with LD. This review synthesized findings from four types of comprehension interventions: skill training and reinforcement, questioning, whole language, and text enhancements. Skill training and reinforcement included interventions such as vocabulary instruction, repeated readings, feedback, reinforcement and direct instruction. The results indicate that vocabulary instruction, repeated readings, reinforcement of skills, and teacher feedback may be beneficial in helping students with LD better comprehend text. Also, direct instruction has positive

effects in helping students better comprehend text. This review also focused on text enhancements (e.g., illustrations, mnemonics, etc.). The results indicate that positive effects were associated with interventions that included mnemonic pictures and adjunct aids such as study guides, special organization, and semantic maps. Many of the studies included in the review used questioning strategies such as summarization, main idea instruction, activating background knowledge, and identifying text structures. The results indicated positive effects for interventions that included these interventions. Further, Mastropieri and Scruggs summarize a recipe for effective comprehension instruction:

It can be concluded that students' reading comprehension can be improved when the following conditions are implemented: (a) Teachers ensure that students possess appropriate pre-skills, (b) students are presented with systematic instruction and feedback including guided and independent practice using the procedures, (c) strategies are logically related to learning from text materials, (d) students are informed about the purposes of the strategies and told to attribute their successes and failures to strategy use, (e) training includes self-monitoring components, and (f) students' performance is assessed on criterion-referenced-type measures. (p. 208)

Finally, this review also looked at interventions that used whole language and the results are inconclusive for the use of such interventions.

Research conducted from 2000 to 2009. Vaughn, Gersten, and Chard (2000) synthesized research in order to summarize other research syntheses that were paid for by the National Center for Learning Disabilities and the Office of Special Education. This

synthesis reviewed findings from four research syntheses one of which focused on reading comprehension (i.e., Gersten et al., 1998). Vaughn et al., (2000) note that effective interventions fall into two main categories which include: teaching students to structure text and teaching students to monitor comprehension. These two types of interventions involve teaching students reading comprehension strategies, and the use of strategies increases the likelihood that students will improve their ability to read and comprehend text. Vaughn et al. (2000) note, “A comprehensive approach to strategy instruction that incorporates multiple strategies and uses peers to provide feedback represents the most promising instructional method for enhancing comprehension” (p. 105).

Gersten et al. (2001) synthesized over 20 years of intervention research that focused on teaching comprehension skills to students with learning disabilities in all grade levels. The synthesis included studies that focused on comprehension of both narrative and expository text. The authors noted that narrative texts are usually easier for students to understand because the text is typically simpler in structure and students are usually more familiar with the story exposition. Expository passages can be more difficult for students with learning disabilities to understand, and research indicates that students tend to have difficulty knowing how to approach expository text and chunk the text as they read. The results from this synthesis revealed that strategy instruction, direct instruction of story elements, and frequent teacher feedback yielded positive effects in intervention studies that focused on comprehension of narrative text. The results also indicate that strategy instruction was beneficial when teaching students to comprehend

expository text, and some of the most effective studies included careful teacher modeling of the strategy. In addition to strategy instruction, the use of self-monitoring instruction and peer mediation was also effective (Gersten et al., 2001).

Kim, Vaughn, Wanzek, and Wei (2004) conducted a research synthesis in order to review intervention studies that used graphic organizers and determine if the graphic organizers helped improve the reading comprehension skills of students with learning disabilities. This review included 21 intervention studies that utilized graphic organizers such as semantic feature maps, outlines, cognitive mapping strategies, etc. The results yielded positive effects for most of the interventions, and graphic organizers appear to be effective when used with students across all grade levels (elementary through secondary). The results show that large effects were found for interventions taught by both teachers and researchers; however, low effects were found on many transfer measures and this research does not suggest that the use of graphic organizers alone will help students improve their reading comprehension skills. The researchers note that students may need to be taught how to generalize the use of the graphic organizers in order to improve over all reading comprehension.

Wexler, Vaughn, Edmonds, and Reutebuch (2008) synthesized literature that focused on reading fluency. The authors noted that reading fluency becomes increasingly important as students enter secondary school because increased fluency is associated with increased comprehension. The findings from this synthesis provide some interesting insight into fluency instruction. Many fluency programs utilize repeated readings, but the gains from these interventions do not always translate into improved reading

comprehension and fluency skills on other passages. Instead, it may be better for students to spend the same amount of time reading a variety of texts with a range of text structures instead of practicing repeated readings with fewer passages. The researchers suggest that this second approach may help students increase their fluency and comprehension and better generalize the skills to other passages.

Gajria, Jitendra, Sood, and Sacks (2007) conducted a research synthesis in order to evaluate the treatment effects of expository text comprehension interventions with students with learning disabilities. This synthesis summarized the findings of 29 intervention studies, and the authors reported strong effect sizes for comprehension interventions that utilized text enhancements (i.e., graphic organizers) ($ES = 1.06$, $SD = 0.63$), strong effect sizes for cognitive strategy instruction (i.e., main idea, text-structure, summarization) ($ES = 1.83$, $SD = 1.05$), and large effects for interventions that used multiple strategies such as the combination of main idea and summarization ($ES = 2.11$, $SD = 1.74$).

Edmonds et al. (2009) conducted a research synthesis on reading interventions provided to older struggling readers. The synthesis reviews 29 studies which were conducted between 1994 and 2004 and focused on comprehension instruction for older struggling readers between grades 6-12. In addition to the synthesis, a meta-analysis was conducted with 13 of the studies which provided enough data for the analysis. The results of the analysis indicate that many interventions were effective in helping students comprehend text. Two of the studies included a focus on text structure, but the results were mixed and ranged from -0.57 to 2.08. Positive effects ($ES = 0.80$ and 2.08) were

found in a study that included 140 intervention hours and focused on text structure as well as previewing text. Three of the studies in the synthesis utilized graphic organizers to teach students to better comprehend text, and the results from the analysis indicate that graphic organizers helped students identify specific information related to the organizers, but the students overall text comprehension did not improve as much ($ES = 0.08-1.68$; $PND = 13\%-100\%$).

Swanson, Zheng, and Jerman (2009) conducted a meta-analysis in order to compare working memory and short term memory of students with and without reading disabilities. According to the authors, a substantial amount of research has been conducted on the short-term memory and working memory of students with reading disabilities over the past 30 years.

Working memory is a students' ability to preserve information while processing the same information or other information simultaneously. Short-term memory involves passively remembering information for a temporary period of time in order to carry out a specific cognitive task (e.g., remembering the sequence of events in a short story read in class). Research indicates that both working memory and short-term memory affect a students' reading ability (Swanson et al., 2009).

This meta-analysis synthesized 89 studies which focused on working memory (46 studies) and short-term memory (43 studies) of students with reading disabilities. The results indicate that memory deficits are typically related to speech-based information and processes of the executive system and phonological loop (memory of verbal information).

The research syntheses conducted between 2000 and 2009 provide great insight into what types of interventions are successful and the practices that benefit ELLs and students with disabilities. Some of the participants included in the current study have memory deficits, and all of the students are at-risk for reading failure because they scored below grade level on multiple reading assessments. The synthesis by Gersten et al. (2001) and Gajria et al. (2007) note that the use of graphic organizers and strategy instruction is beneficial when teaching students with disabilities. Interventions that utilized graphic organizers, taught text structure, and summarization strategies had positive effects. However, the results from the synthesis by Edmonds et al. (2009) indicated mixed results for interventions that focused on text structure. In response to the results from these studies, many of the intervention components in this current study were selected due to the effectiveness as seen in other studies. This present study will combine some of the most effective interventions in hope of helping students who are ELLs with disabilities better comprehend text. The research described in this section supports the use of an intervention that incorporates graphic organizers, strategy instruction, text structure instruction, and a focus on main idea and summarization. In addition, the intervention in this study will be conducted by the primary researchers through the use of scripted lessons. Further, both researcher developed measures and norm-referenced measures will be used to assess the effectiveness of the intervention.

Research conducted from 2010 to present. Flynn, Zheng, and Swanson (2012) completed a synthesis on 10 intervention studies that included reading interventions for students with disabilities in grades 5-9. The purpose of the study was to synthesize the

literature that focused on adolescent students with disabilities. The authors only included pre and post-test interventions that used norm-referenced reading measures and the necessary data to compute effects in order to compare the effect sizes between the researcher developed measures (if used) and the effects on a norm-referenced measure. The majority of the interventions included in the synthesis focused on phonemic awareness and phonics, but three of the ten studies also included a focus on comprehension (Kim et al., 2006; Calhoun, 2005; Manset-Williamson & Nelson, 2005). The results from the meta-analysis indicate that the effects of the reading interventions on students with reading disabilities was small on the norm-referenced measures, and moderate effects were generated for the experimental conditions that measured reading comprehension skills ($m = .73$) (Flynn et al., 2012).

Kim, Linan-Thompson, and Misquitta (2012) completed a research synthesis on reading comprehension instruction with students with learning disabilities. This synthesis evaluated the effectiveness of reading comprehension interventions used with middle school participants with learning disabilities. Fourteen studies were reviewed and findings were reported on five critical factors which included: (1) the type of instruction, (2) fidelity of instruction, (3) size of group, (4) type of reading taught in the study, and (5) self-monitoring. The results indicated that the studies which used strategy instruction to teach summary writing and main idea had high effects on post tests ($ES = 1.41$). The results also indicated that instruction in self-monitoring along with main idea had a high effects ($ES = 2.26$). Finally, this research revealed that interventions provided by researchers who followed scripted lessons were more effective and group size also

attributed to the effectiveness of interventions. Individual ($ES = 1.20-2.57$) and small group ($ES = 1.33-1.78$) instruction had higher effects than large group instruction ($ES = 0.07-1.33$) on post test measures.

Solis et al. (2012) synthesized research on reading comprehension interventions that targeted middle school students with learning disabilities. Fourteen studies, which spanned thirty years, were included in the synthesis, and seven of the 14 studies involved interventions that focuses on identifying the main idea and summarizing text (Bakken, Mastropieri, & Scruggs, 1997; Brailsford, Snart, & Das, 1984; Gajria & Salvia, 1992; Mastropieri et al., 1996; Shapiro & Cole, 1994; Snider, 1989; Wong & Jones, 1982). Seven studies incorporated self-monitoring with instruction on identifying the main idea and summarizing text (Gardill & Jitendra, 1999; Graves & Levin, 1989; Jitendra, Cole, Hoppes, & Wilson, 1998; Jitendra, Hoppes, & Xin, 2000; Malone & Mastropieri, 1992; Wong & Jones, 1982). In addition, two studies utilized multiple types of strategies such as reciprocal teaching (Klingner & Vaughn, 1996) and computer assisted collaborative strategic reading (Kim et al., 2006) in order to help students better comprehend text. One of the studies utilized direct instruction of the Corrective Reading Program to teach participants to recall factual information and question the participants on implicit and explicit information in the passages.

The results of the synthesis indicate that the studies which focused on teaching main idea and summarization had moderate to large effects, $ES = 0.71 - 6.66$. The studies which focused on summarization, main idea, and self-monitoring had effects ranging from 0.33 to 2.55 and PND's ranging from 10% to 100%. The studies which

utilized multiple strategies such as reciprocal teaching (Klingner & Vaughn, 1998) and peer tutoring (Klingner & Vaughn, 1996) and computer assisted collaborative strategic reading had effects ranging from 0.40 to 1.42. Finally, the studies which included other types of treatments such as direct instruction and developing strategy behaviors had relatively strong effects ranging from 0.97 to 1.57. Over all, the findings indicate that the interventions which utilized self-questioning (e.g., answering who and what), a sequential process, development of mnemonics, and the use of graphic organizers were most successful. In addition, the findings also indicate that self-monitoring training can have positive effects on participants' ability to identify main idea and summarize passages.

The research conducted between 2010 and the present further supports the findings of research prior to 2010. Once again, interventions that focused on strategy instruction of main idea and summarization had moderate to strong effects. Self-questioning and the use of graphic organizers was also extremely effective. Additionally, the research syntheses in this date range demonstrate that self-monitoring instruction is also highly effective, and interventions provided by researchers who followed scripted lessons had strong effects. Group size was also important, and individual and small group instruction was more effective than large group instruction. Finally, the findings by Flynn et al. (2012) show that results measured on norm-referenced measures are typically lower than those measured on researcher developed measures. In response to the results of these studies, many of the intervention components in this present study were selected due to the effectiveness as demonstrated in these studies.

Intervention Studies on General Reading Comprehension

The literature search also yielded several intervention studies on reading comprehension. The following intervention studies are organized chronologically to demonstrate the progression of research.

Research conducted before 2000. Jenkins, Larson, and Fleisher (1983) examined the effects of two methods for teaching oral reading on the decoding and comprehension skills of 17 students with learning disabilities. The researchers utilized two oral reading programs, Word Drill and Word Supply, with the participants. Seventeen elementary students (3rd grade through 7th grade) with learning disabilities and decoding deficits participated in the study during a summer reading program. The study was conducted over the course of 10 days with both the treatments and assessments done individually. The Word Supply program was used for the control passages and involved the teacher stating the correct pronunciation of a word after a participant made a miscue. The Word Drill method was used with the experimental passages. The teacher also supplied the correct pronunciation of words after a miscue. In addition, the teacher also wrote down the missed words on index cards and reviewed the terms with the participant after reading each passage until all of the words were identified correctly. After the treatment condition, the participants completed maze style comprehension tests that related to the passages. The students were also asked oral comprehension questions by the teachers. The results of the study indicated that the participants' ability to recognize words and answer comprehension questions was superior in the Word Drill condition. The students were able to better identify difficult words following the Word

Drill condition which may have improved the students schema and ability to answer the comprehension questions.

Brailsford et al. (1984) conducted a study with 24 students with LD between the ages of 9 and 12. The purpose of the study was to determine if the simultaneous-successive model was effective in helping the students in the treatment condition improve their test performance on measures of reading comprehension and cognitive synthesis. The students were assigned to the treatment and control conditions. The participants in both groups participated in 15 hours of instruction in addition to the reading instruction that they received in their classrooms. The students in the treatment condition learned how to make predictions while reading, synthesize information, and how to do tasks such as sequence numbers. Eighteen different tasks, that focused on successive and simultaneous coding, were used during the intervention. Two examples are the magic window and matrix numbers. The magic window was used with students in the treatment condition, and the students had to look at small portions of a picture of a common object until they were able to name the object. This task required the participants to make predictions, recall information and synthesize information. The second task in the treatment condition was the matrix numbers which required students to memorize a sequence of numbers using various methods such as writing the numbers down, counting on fingers, orally reciting the numbers, etc. The results from the study indicate that the participants who received instruction in the treatment condition outperformed participants in the control condition on tests that measured reading comprehension and synthesis.

Snider (1989) conducted a study with 26 eighth grade students with learning disabilities. The participants in the treatment condition received reading comprehension instruction that incorporated some of the materials from the Reading Mastery program and the Corrective Reading Program. The participants in the treatment condition received direct instruction of reading comprehension skills during 13, 50 minute sessions. The participants in the treatment condition read passages, answered questions, and learned related vocabulary terms and factual information. The 13 participants in the comparison condition also read and answered questions from comprehension passages. The results from the study indicate that the students in the treatment condition outperformed the students in the comparison condition.

Williams, Brown, Silverstein, and DeCani (1994) conducted two studies that taught non-disabled students and students with learning disabilities how to identify the theme of narrative passages using the Themes Instruction program. The second study focused on teaching 93 7th and 8th grade students with learning disabilities how to identify theme. The students participated in 12 instructional sessions and learned how to identify and write the Gist of the theme of a variety of narrative passages. The results indicate that the students in the Themes instruction program condition outperformed students who received traditional instruction on near transfer measures. However, the students had difficulty on far transfer measures. Overall, the results indicate that the Themes Instruction program helped students improve in their low level comprehension skills, and the researchers concluded that students with learning disabilities need a greater amount of instruction and practice in the Themes Instruction program.

Mastropieri et al. (1997) conducted a study with 29 students with LD in 7th and 8th grade. The purpose of the study was to teach students to use thinking skills while reading prose passages. The students read prose passages about animals and were asked to recall facts about the passages. The students in the treatment condition were taught to ask themselves, “Why does this make sense?” after reading each sentence in the passage; whereas, the students in the control group were asked to remember as much as they could after reading each sentence. The results indicate that there was not a significant difference in the amount of facts that the participants in each group were able to recall. However, the students in the treatment condition were able to better explain the information on the explanation measure and there was a significant difference ($ES = .89$).

Klingner and Vaughn (1996) conducted a study with 26 ELL middle school students with LD. The purpose of their intervention was to determine the effects of reciprocal teaching on the use of peer tutoring and cooperative learning. All 26 students received reciprocal teaching instruction for 15 days. The students were taught in small groups during 40 minute sessions and learned several comprehension strategies while reading social studies text such as: how to make predictions and use background knowledge, how to figure out the meaning of unknown words and phrases, how to identify the main idea and important details of the text, and how to ask questions. After the participants finished the reciprocal teaching phase, they were assigned to the peer tutoring or cooperative learning groups. The participants in the peer tutoring group learned how to tutor sixth grade students on the comprehension skills that they learned during the reciprocal teaching phase, and the participants in the cooperative learning

group practice the same reading comprehension skills that they learned during reciprocal teaching in small cooperative learning groups. The results of the study indicated that the participants who participated in the cooperative learning groups outperformed the participants in the peer tutoring group on the Gates-MacGinitie assessment. However, the participants in the peer-tutoring group outperformed the participants in the cooperative learning group on the researcher-developed measures.

Research conducted after 2000. Wilder and Williams (2001) designed an intervention to teach students with severe learning disabilities how to identify the theme of a story and better comprehend text. The research included 91 students with learning disabilities in sixth, seventh, and eighth grade. The students were taught in their special education classes, and the classes were randomly assigned to the treatment or traditional instruction. The students in the treatment condition participated in 12 lessons in which how to use the Themes Identification program. The students read stories and learned to identify and generalize the theme of each story to everyday life situations. The participants also completed a follow-up and review activity after reading each passage. The participants in the comparison group received traditional instruction. The results from the study indicated that the participants in the treatment condition outperformed the participants who received traditional instruction ($ES = 1.18-3.59$).

DiCecco and Gleason (2002) investigated the effects of direct instruction of a graphic organizer on the reading comprehension of 6th to 8th grade students with LD. Twenty-four students with LD participated in the study, and 12 students participated in each condition (treatment and control). The students in the treatment condition received

direct instruction on how to use a graphic organizer after reading expository text. The researchers taught the students how to use the graphic organizer, the relationship between the different parts of the graphic organizer. The researchers first modeled how to complete the graphic organizer and then allowed the participants to practice with guidance. The purpose of the graphic organizers was to help the students recall factual information and stay focused and engaged. The students in the comparison condition participated in the same activities as the students in the treatment condition except for the instruction on the graphic organizers. The results from the study indicate that the students in both groups were able to read expository passages and recall important information; however, the students in the treatment group outperformed the students in the comparison condition on the ability to write about the relationships between concepts in essays.

Comprehension of Expository Text

The ability to read and comprehend expository text is a critical skill that students in high school need to acquire in order to successfully understand text in content-area courses. The purpose of expository texts is to help readers learn new information (Berkeley, 2007). Textbooks, instructional manuals, and magazines are just a few examples of expository text. The textbooks used in high school content courses are typically laden with multi-syllabic content specific vocabulary terms, dense content, and an overall lack of consideration for struggling readers (Berkeley, 2007; Gajria et al., 2007; Mastropieri, Scruggs, & Graetz, 2003).

According to Dymock and Nicholson (2010), five comprehension strategies can be used to help students comprehend expository text: activating background knowledge, questioning, analyzing text structure, creating mental images, and summarizing. It is important for educators to build background knowledge and activate background knowledge before asking students to read an expository passage. Students benefit from learning how to generate and answer questions before, during, and after reading expository texts. Research also indicates that students benefit from learning to identify the elements of text structure (i.e., headings, pictures, key words) because text structure conveys meaning. Visualization is also key, and Dymock and Nicholson suggest teaching students how to visualize while reading expository text. Finally, summarization allows students to understand the most pertinent information and gain a purpose for reading the passage. Block and Pressley (as cited in Dymock and Nicholson, 2010, p. 172) stated that summarizing is “the ability to delete irrelevant details, combine similar ideas, condense main ideas, and connect major themes into concise statements that capture the purpose of reading for the reader.”

Students with disabilities often have difficulty understanding the meaning of expository text at the high school level. Many students with disabilities have decoding and fluency deficits that inhibit their ability to comprehend higher level texts in general, and expository texts are often more difficult for students with disabilities to comprehend than narrative texts (Berkeley, 2007). In addition, English language learners also struggle to comprehend expository texts due to their limited background knowledge, academic vocabulary, and English proficiency.

Research on expository text. Bakken et al. (1997) conducted a study with 54 eighth grade students with learning disabilities in order to examine the effects of two types of comprehension instruction which included a text-structure strategy and a paragraph restatement strategy. The participants were randomly assigned to one of the two intervention groups or the control condition. The participants in the control condition received traditional instruction on reading comprehension while the students in the experimental groups received instruction on one of the two comprehension strategies. The participants in the text-structure strategy condition learned how to identify three types of internal text structure (e.g., listing, main idea, and order) and use reading strategies to comprehend the varying types of structure. In addition, the participants also learned how to find the main idea of each passage. The second experimental condition involved paragraph restatement, and the participants learned how to read three different types of passages and paraphrase the passages in short statements. The participants who received the traditional instruction in the control group learned how to read the passages and answer related comprehension questions. The results indicated that both the paragraph restatement strategy and the text-structure strategy were more effective in helping the participants comprehend and recall information than the traditional instruction. In addition, the text-structure strategy had higher effects than the paragraph restatements strategy on the recall of the central information in the text.

Gajria et al. (2007) conducted a synthesis of 29 studies which focused on helping students with learning disabilities improve their comprehension of expository text. The studies were grouped into two main categories: content enhancement and cognitive

strategy instruction. Overall, the results for the studies that incorporated cognitive strategy instruction (i.e., test structure, self-questioning, summarization, main idea, self-monitoring and multiple strategies) had medium to large effects on post test ranging from 0.49 to 4.59. The results from the synthesis indicated that the studies which taught students to summarize text had the highest effect sizes on the post test assessments ($ES = 2.95-4.45$). The studies which focused on text structure also had high effect sizes on the post test assessments ($ES = 2.27-2.38$). The studies which incorporated content enhancements had small to large effects ranging from 0.21 (CAI/multimedia) to 1.80 (advance organizers). The effects for the mnemonic devices ranged from .72 to 1.77, and the studies that included graphic organizers had medium effects ($ES = 0.33$ and 0.54). the studies which taught students to use visual displays had high effects ($ES = 1.34$ and 1.78). Finally the studies which focused on teaching semantic mapping had medium to large effects ($ES = .44$ and 1.64). Overall, the results from the synthesis indicated that the intervention studies which taught studies with learning disabilities multiple strategies (i.e., self-monitoring and identifying the main idea), summarization, and text structure had the highest effects on post test measures. In addition, Gajria et al. (2007) computed effects by grade level. Large effects were found for both middle school (mean $ES = 1.70$, $SD = 1.37$) and high school (mean $ES = 1.48$, $SD = 0.61$).

Main idea and summarizing interventions. Main idea and summarization interventions have been the focus of numerous intervention studies over the past thirty years. Several studies have been conducted with students with disabilities, but fewer studies have been done with English language learners.

Wong and Jones (1982) investigated the effects of an intervention that utilized self-questioning to teach participants how to monitor their comprehension while reading. A total of 120 students participated in the study which included eighth and ninth grade students with learning disabilities and sixth grade students without disabilities. The participants were randomly assigned to the experimental or control condition. During the experimental sessions, the participants learned a five step self-questioning strategy that was designed to help the participants improve their meta-comprehension while reading. The strategy included the following steps: (1) what is the purpose for reading the passage, (2) Identify and underline the main idea(s) of the paragraph, (3) Ask a question about the underlined main idea, (4) Find the answer to the question, (5) Reflect upon the questions and answers to note how the information provides insight about the passage. The participants in the control group read the same reading materials as the experimental group but did not receive training on the self-questioning strategy. The intervention lasted for two days, and the results indicate that the participants with learning disabilities who learned the self-questioning strategy out-performed the participants in the control group on the comprehension measures. However, there was not a statistical difference between the normally achieving 6th grade participants in the experimental and control groups.

Graves and Levin (1989) conducted a study with 30 fifth through eighth grade students with learning disabilities. The students were assigned to one of three conditions: treatment one which utilized monitoring through self-questioning, treatment two which utilized a mnemonic strategy, and a control condition that utilized direct instruction. The

students in the monitoring condition read passages and were taught to ask themselves what the main idea of the passage was. The students were also taught to self-monitor their reading by filling out a self-monitoring checklist on an index card. The researchers provided corrective feedback in order to help the students identify the main idea and self-monitor their reading. The students in the second condition were also taught to identify the main idea of the passages, but they were taught to use a mnemonic strategy. The students learned how to create mnemonic illustrations that represented the key words and main storyline of the passages. Finally, the students in the control group received main idea instruction through scripted lessons taught by the researchers. The participants in both treatment groups outperformed the participants in the control group on measures that assessed main idea, and the group that learned the monitoring strategy out-performed the group that learned mnemonics.

Malone and Mastropieri (1992) conducted a study with 45 students in sixth through eighth grade with learning disabilities. The purpose of the study was to evaluate the effects of two treatment conditions which included summarization training and summarization training paired with self-monitoring. The treatment conditions were compared with a control condition in which participants received traditional instruction. The students in the treatment conditions read passages from the Reading for Concepts series and were taught how to summarize passages using self-questioning. The students learned to answer two questions while reading: “Who or what is the paragraph about?” and “What is happening to them?” (Malone & Mastropieri). The answers from the questions helped the students develop summary statements. In the second treatment

condition, the students received instruction on self-monitoring in addition to the summarization instruction. The students learned how to use a self-monitoring card that listed the summarization strategy steps. As the students completed each step of the summarization strategy, they were instructed to place a check mark next to the corresponding step on the card. The students in the control condition also read passages from Reading for Concepts and answered the same questions about the passages as the students in the two treatment conditions. The results of the study indicate that the participants in the two treatment conditions outperformed the participants in the control condition on all measures ($ES = 1.28-2.79$). Further, the students who received self-monitoring instruction outperformed the students who only received summarization instruction.

Gajria and Salvia (1992) conducted a study on the effects of summarization instruction with 30 sixth through 9th grade students with learning disabilities. An experimental design was used and the students were randomly assigned to the treatment and control groups. The participants in the treatment group were taught the five summarization rules as outlined by Brown and Day (1983) and learned how to delete unimportant information, substitute superordinate terms, and select or invent a topic sentence. The participants read short paragraphs and learned how to apply the rules. A researcher developed assessment was used to measure the participants' ability to identify the main idea, make inferences, and identify cause and effect. The results indicated high effects and the students in the treatment condition outperformed the students in the control condition ($ES = 6.66$). The students in the treatment condition also outperformed

the control group in ability to answer factual questions after reading text ($ES = 1.98$). In addition, a different form of the comprehension subtest from the Gates-MacGinitie Reading Test was also used with the participants in the treatment condition in order to assess generalization. The results from a t -test indicate that there was a significant difference between the pre-test and post-test, $t(28) = 5.22$, and the participants were able to generalize their summarization skills.

Jitendra et al. (1998) conducted a single-subject multiple-probe design with four sixth grade students with learning disabilities. The purpose of the intervention was to teach participants how to identify the main idea, summarize text, and self-monitor their use of the strategy. The intervention included direct instruction of main idea summarization skills and self-monitoring through scripted lessons presented by two doctoral students. The researchers modeled how to use the strategy through examples and non-examples, provided feedback during guided and independent practice, and used a questioning procedure to assess the participants understanding. The students used a self-monitor prompt card to assist them in identifying the main idea and summarizing the text. The students used the prompt cards to note what the paragraph/text was about (i.e., a single person or group) and answer “wh” questions (i.e., why something happened, when something happened, etc.). Three of the participants were taught the intervention and one student functioned as the control. The participants received 40-50 minutes of daily instruction during that lasted for three months. The participants read narrative passages and the results indicated strong PND’s for two participants (85%), but a weak PND for the third student (33%). The participants also completed probes with expository

passages, and the results indicated that one participant had an effective PND (71%), but the other two participants had weaker PND's (50% and 42%).

Jitendra et al. (2000) conducted another study on the effects of a summarization and self-monitoring strategy. The study included 33 sixth through eighth grade students of which 29 had learning disabilities. The participants were randomly assigned to the treatment or control condition. The students in the treatment condition were taught to summarize and self-monitor their comprehension by using prompt cue cards. The participants used the cards to answer "wh" questions (e.g., when, where, why, and how) and identify the most important person or object in the passage. The students used a four step strategy to self-monitor their comprehension which included: (1) reading the passage, (2) recalling the strategy, (3) using the strategy, and (4) writing the main idea of the passage. The researchers used three researcher-created measures to assess the participants' ability to identify the main idea. The first measure was similar to the intervention materials and measured the students' use of the skills and ability to identify the main idea. In addition, the participants were asked to identify the main idea of a narrative text on a near transfer measure ($ES = 1.07$) and identify the main idea of an expository social studies text on a far transfer measure ($ES = 0.75$). The results indicated that the participants in the treatment condition outperformed the participants control condition on near transfer multiple choice post test measures ($ES = 2.31$) and near transfer student generated response measure ($ES = 1.41$). However, the results of the delayed near transfer post-test measures indicate moderate effects for the multiple-choice measure ($ES = 0.60$) but non-significant effects for the student generated response

measure ($ES = 0.02$). Jitendra et al. noted that the students were able to select answers but had difficulty generating written answers and this may be due to the fact that generating a summary requires students to both comprehend and formulate a response. Jitendra et al. notes that this finding is similar to the findings of other research.

Peer mediated instruction. Peer-Assisted Learning Strategies, PALS, was originally developed in 1989 as an extension of class wide peer tutoring (CWPT) by Fuchs and Fuchs (2005). PALS is a reading intervention that teaches strategic reading behaviors, reading comprehension, and reading fluency. PALS was originally used as a reading intervention for students in grades two through six; however, further research has expanded PALS into four other versions: Primary PALS (P-PALS), Kindergarten PALS (K-PALS), First Grade PALS (FG-PALS) and High School PALS (HS-PALS). Research indicates that PALS has significant effects when used with both students with learning disabilities and English language learners (Fuchs, Fuchs, Mathes, & Simmons, 1997; Mathes, Howard, Allen, & Fuchs, 1998; Sáenz, Fuchs, & Fuchs, 2005).

Fuchs, Fuchs, and Kazdan (1999) examined the effect of PALS on the reading fluency and comprehension of 102 9th grade students with LD. The classes were assigned to the treatment or control condition. The participants in the treatment condition learned how to use PALS over a sixteen week intervention period while the participants in the comparison condition continued to receive the typical reading instruction in their classes. Fluency and reading comprehension measures were used to assess the participants' progress, and the results indicate that students in both groups exhibited growth in reading fluency, but the participants in the PALS condition demonstrated more growth in reading

comprehension. The participants in both conditions indicated improved beliefs about reading.

Mastropieri et al. (2001) examined the use of peer mediated instruction with 24 middle school students with learning disabilities ($n = 20$) and mild mental retardation. The purpose of the study was to determine if peer-mediated instruction and reciprocal tutoring was more effective in helping students comprehend text than traditional instruction. The students were randomly assigned to the tutoring and traditional instruction conditions and received daily instruction during 50 minute English classes for five weeks. The students in the tutoring condition took turns orally reading passages and correcting their partners miscues. The students also learned how to summarize text through a questioning strategy in which the tutor asked the tutee “what is the most important who or what in the text?” and “ what is the most important thing about the who or what?” Then the tutee summarized the information in a ten word or less statement. The partners took turns acting as the tutor or tutee throughout the intervention sessions. The students in both conditions read the same reading materials, and the students in the traditional instruction condition received whole group instruction and took turns reading the passages aloud. In this condition, the teacher asked the whole class reading comprehension questions that helped activate prior knowledge and make predictions. The students completed reading comprehension sheets that included before, during and after strategies. The results from this study indicate that the participants in the tutoring condition outperformed the participants in the treatment condition with a large effect, ($ES = 1.19$). In addition, the qualitative data from student interviews suggest that the majority

of the participants preferred the peer-tutoring condition (83%) over traditional instruction. The data from the teacher interviews also demonstrated preference for peer-tutoring over traditional instruction (Mastropieri et al., 2001).

Calhoon (2005) conducted a study that used peer mediated instruction to teach middle school students basic reading skills and reading comprehension skills. Thirty-eight middle schools students in grades six through eight participated in the study. The participants in the treatment condition were taught how to use PALS and Linguistic Skills Training which is a peer-mediated approach to teaching phonological awareness. The students in the comparison condition received traditional reading instruction. The results indicate that the students in the treatment condition outperformed the participants in the comparison condition on the reading subtests of the Woodcock-Johnsen Test of Achievement III that assessed phonological awareness and reading comprehension. However, there were no meaningful differences in the fluency measures.

Collaborative Strategic Reading. Collaborative Strategic Reading (CSR) combines several types of reading comprehension strategies to help students with reading difficulties summarize text and identify the main ideas, and CSR was originally developed by Klingner and Vaughn (1996). The CSR strategy incorporates collaborative learning with comprehension strategy instruction and practice. CSR integrates necessary before, during, and after reading comprehension strategies to help students better comprehend and summarize text. Before reading a passage, students are expected to preview the text and brainstorm what they already know about the particular topic/text. The students are also asked to predict what they anticipate learning from the passage.

Then the students begin to read the passage and use a variety of “fix-up” strategies to aid comprehension such as: click and clunk. Students use the click and clunk strategy to figure out the meaning of unknown words in the passage. A click is something that the students understand, and a clunk is a word or phrase that the students need to better comprehend and figure out based on other aspects of the passage. During reading, the students also use the “get the gist” strategy to identify the main idea of each section in the passage. Once the students finish reading the passage, they work together to review the key ideas and generate meaningful questions about the main concepts in the text (Klingner & Vaughn, 1998).

The CSR strategy was first used with 26 Latino middle school students identified as being English language learners with learning disabilities received instruction in CSR. The results from this study indicated that CSR helped even the most at-risk students improved in their reading comprehension (Kim et al., 2006). Many follow-up studies on CSR have been proven effective with students in varying grade levels including elementary school, middle school, high school, and a university setting (Kim et al., 2006; Klingner et al., 1998, Linan-Thompson et al., 2003; Vaughn et al., 2006; Zoghi, Mustapha, & Maasum, 2010).

Generating Ideas for Schemata in Text. The Generating Ideas for Schemata in Text (GIST) was originally developed by Cunningham (1982) in order to help students identify the main idea of a passage and write a summary statement. Cunningham used the GIST strategy to teach 14 fourth grade students how to summarize brief paragraphs. This strategy did not require the students to adhere to specific rules, but Cunningham did

teach the students to follow steps that aid in summary writing. The strategy was used to teach the students how to identify the relevant details and delete the irrelevant information in order to synthesize the main idea of each paragraph in a short 15 word or less summary statement. The students were pulled-out from their general education and taught in a small classroom for three weeks. During the instruction, the students read third grade level short paragraphs. Overall, the students improved in their ability to summarize text as a result of learning the GIST strategy (Cunningham).

Bean and Steenwyk (1984) conducted a study with sixth grade students and compared the GIST strategy to the rule-based summarization approach. The students were divided into three groups: one group received GIST instruction, one group received the rule-based instruction, and the third group was the control group and did not receive any instruction in summarization. The students participated in 12 25-30 minute sessions for five weeks. The students read short paragraphs (approximately five sentences in length) written at the sixth grade level, and wrote short summaries synthesizing the main idea of the paragraphs. The students in both groups benefited from the summary instruction and improved in their ability to comprehend and summarize text (Bean and Steenwyk).

Gajria and Salvia (1992) used the GIST strategy with 30 students with learning disabilities. They taught the students to identify the main idea of each paragraph and write a GIST summary statement. The results indicated that explicit instruction of the GIST strategy helped the students identify the main ideas and write summary statements. This intervention yielded large ($ES = 4.45$).

Braxton (2009) conducted a quasi-experimental study and evaluated the effects of two summarization strategies: the GIST strategy and the rule-based approach. This study was similar in nature to the study conducted by Bean and Steenwyk in 1984. Braxton included 64 fourth and fifth grade students in the study, and half of the students received the GIST strategy instruction while the other half received the rule-based instruction. The students participated in 15 sessions that lasted for 40-60 minutes. The results indicated that both groups improved substantially in their ability to write summary statements; however, the rule-based group out-performed the students who received the GIST strategy instruction. In addition, males scored higher than females in the GIST condition, but females scored higher than males in the rule-based condition. Both methods indicated positive effects, and the students greatly improved in their ability to summarize and comprehend expository text.

Ghabanchi and Mirza (2010) taught a summarization strategy to Iranian students that was very similar to the GIST strategy. The purpose of the study was to teach students to summarize independent paragraphs and write a very brief (two sentence) summary statement. The study included 61 high school students in Iran. The students were assigned to an experimental or control group. The experimental group received instruction on how to summarize paragraphs and write summary statements. The control group did not receive any instruction, but they were required to complete the same tasks as the experimental group. The results indicated that both groups performed the same when asked to answer explicit questions. However, the group that received the GIST strategy instruction outperformed the control group when it came to answering referential

questions. Referential questions require students to understand the relationship between the sentences in the passage and use information in multiple sentences to correctly answer comprehension questions.

Summary

The research included in the review sheds light on the literacy needs of English language learners with disabilities and students with learning disabilities, and the research with positive effects will be incorporated into this present study. The syntheses and intervention studies summarized in this literature review, provide support for interventions that include instruction of main idea, summarization, the GIST strategy, graphic organizers, text structure, direct instruction, individual or small group instruction, and repeated practice. All of these practices will be incorporated into this current study in an attempt to effectively teach English language learners with disabilities to better comprehend expository text and write summary statements.

III. METHOD

A single-subject multiple-probe multiple-baseline design was used in this study, and the same reading comprehension intervention was used with all of the participants. This chapter outlines the study design and describes the approval for the study, protection of the participants, informed consent process, setting, participants, research design, dependent variables, design of the modified GIST strategy, teacher and student materials, measures, baseline procedures, data collection procedures, intervention procedures, generalization procedures, maintenance procedures, and fidelity of treatment.

Protection of Human Participants and Informed Consent

Approval was obtained from the Human Subjects Review Board at the university and the school district for all of the procedures and methods prior to beginning the study. Following approval from university and the school district, the researcher presented information about the research study in remedial reading classes to approximately 38 students. The students were then given the opportunity to take student assent and informed consent forms if interested in participating in the study. Nine consent and assent forms were returned to the researcher, and six students were randomly selected to participate in the study. and they were given assent forms to indicate whether or not they wish to participate in the study.

Setting

This research study was conducted in the mid-Atlantic region of the United States at a high school near a diverse metropolitan city. The high school was comprised of grades nine through 12, and there were approximately 1,800 students at the school ranging in age from 13 to 22. Of the 1800 students, approximately 49 percent of the students were female and 51 percent were male. The school had a relatively large population of English language learners, and approximately 20 percent of the students had limited English proficiency. In addition, 13 percent of the students received special education services, and 46 percent of the students received free or reduced lunch.

Prior to the study, the faculty and staff at the high school made a concerted effort to improve the literacy skills of all of the students in the school, and the school had implemented several literacy courses that provided remediation and enrichment for students with reading difficulties. The school had a full-time reading coach and six teachers who taught varying levels of literacy courses for at-risk students. This site was selected due to its emphasis on literacy and the willingness to participate in the research opportunity.

All of the research sessions during this study were conducted in the reading resource room and the school library. The resource room was located in the library, and this location provided a distraction free spot for the intervention. The reading resource room was a small size room with a large window and door that opened up to the main library. The room had a small table with four chairs, and the students worked at this table one-on-one with the researcher. The room was very organized, and several books and

materials were visible on built-in shelves. Apart from a small white board mounted to the wall, the room resembled an office rather than a classroom. Two locations in the library were also be used throughout the study. Both of the locations were separate rooms with doors that provided a distraction-free spot for the intervention. The study primarily took place in the reading resource room, but the two other library locations were used approximately six times throughout the study if the reading resource room was in use by another student in the school. It was common practice at this school for students to receive remediation from teachers and specialists in the library, so this setting appeared to be comfortable for the participants.

At this school, it was typical for students to receive remediation and instruction during the school-wide remediation period, remedial reading classes, and other remediation classes both individually and in small groups. The participants in the study appeared to feel comfortable in this setting.

When the participants were not working with the researcher during the remedial reading courses, they continued to receive reading remediation support from their teachers in a whole class setting. The reading remediation classes were small self-contained courses that had no more than 13 students. Some of the classes were supported by an instructional assistant in addition to the teacher.

During the timeframe of the study, the teachers in the remedial reading courses focused on providing reading-based remediation for the end of the year statewide assessments. The teachers taught test-taking skills, reviewed important key terms and concepts, taught the students how to use context clues to identify unknown words, and

provided several practice tests for the students to use prior to the end-of-year assessments. In addition to the focus on the end-of-year assessments, the teachers also had the students participate in a literature unit and read one of the following novels: *The Giver*, *Juvie Three*, or *Touching Spirit Bear*. The students were required to complete comprehension activities and projects based on the chapters in the novels. However, the participants in this study did not participate in the literature unit very often because they were frequently pulled from the remedial reading courses in order to participate in the current study.

Participants

Six students were randomly selected from a group of nine students who returned consent and assent forms to the researcher. The six students met the criteria for inclusion in the study. In order to participate in the study, the students needed to be identified as English language learners with a limited English proficiency (LEP) level of either three or four. Students who received ESOL services were placed in one of six levels based on yearly testing. All of the students selected for possible participation received English language services, and the students in LEP level 3 received at least two class periods of English for speakers of other languages (ESOL) instruction, whereas the students in LEP level 4 received one class period of ESOL instruction. The remedial reading course, which the students participated in, counted as one period of ESOL instruction for some of the participants. Students with lower and higher LEP levels were not selected for the study in order to reduce the threats to internal validity. Only students with disabilities were included in this study because the purpose of the study was to investigate the effects

of a reading comprehension strategy with ELLs with disabilities, so it was necessary that the participants were identified as both ELLs and students with disabilities.

The participants ranged in age from 15 to 17 years old and were in grades nine through 12. All but one of the participants received special education services due to a learning disability, and one student was identified with a speech and language impairment. Initially, the researcher intended to only work with participants that were English language learners with learning disabilities, and the researcher was informed that all six participants did in fact have learning disabilities. However, at the end of the study, the researcher concluded that this information was incorrect as the most recent eligibility form documented that the student was eligible for services due to a speech and language impairment. However, the documentation did include a note that the student was to receive support in the learning disabilities program due to a deficit in reading and writing on recent educational testing.

Although six participants were selected to participate in the study, one student chose to drop out of the study during the intervention phase leaving five remaining participants. The participants were taught individually by the same researcher and all five participants received the same instruction. Two research assistants were hired to assess fidelity of treatment and determine interobserver agreement; however, the research assistants did not have contact with any of the participants in the study. One of the research assistants was a doctoral candidate at a local university, and she had a master's degree in education as well as six years of teaching experience as a general education teacher in a local school district. The second research assistant was a special education

teacher at a different school in the same school district, he had a master's degree in special education and eight years of teaching experience.

Measure of Participant Characteristics

A clear understanding and description of each participant is provided in the subsequent section, and information related to each participant's disability, ESOL needs, intelligence, reading achievement, and social functioning is discussed (Table 1). The researcher reviewed the current psychological and academic evaluations and assessments for each student, and the following information describes the sources used to determine the heterogeneity of characteristics.

Disability conditions. Student records were examined in order to better understand the disability of each student participant. The disability of each participant was originally determined by a school team comprised of at least one special education teacher, one general education teacher, one psychologist, one social worker, and the students' parent or guardian. In addition, some of the teams contained more than one general education teacher including an ESOL teacher. Members from the current IEP teams provided input on the students' academic functioning and ability. All but one of the potential participants for this study were found eligible to receive special education services for a learning disability.

English for speakers of other languages. The participants in this study were all native speakers of other languages and eligible to receive ESOL services; however, some of the participants did not take an ESOL class because the IEP team determined that they required more support in special education classrooms instead. The level of service

provided dependent upon the students' performance on the most recent English proficiency test. The school district uses the Access for ELLs and WIDA-ACCESS Placement Test (W-APT) developed by World-class Instructional Design and Assessment (WIDA). The W-APT assessment is used to initially place and identify students who require ESOL services due to limited English proficiency. This assessment is typically used with students who have recently entered the United States in order to determine appropriate placement.

The Access for ELLs assessment is given once a school year, and all students who receive ESOL services participate in this assessment annually in order to determine the level of English proficiency. This assessment is given to students in kindergarten through twelfth grade to over 900,000 students annually in WIDA consortium member states. The assessment meets all of the criteria outlined in NCLB (2001) and was used by 27 states in the 2011-2012 school year. The test is comprised of four domains which include speaking, listening, reading, and writing. The assessment is typically administered over multiple days, and the speaking, reading, and writing domains can be administered in a large group setting. The listening subtest domain is administered individually to each student. The student's LEP level is determined based on the results from the Access for ELLs assessment. The results indicate each student's level of English proficiency, and the levels range from one through six. The levels are outlined as follows: level one-entering, level two-beginning, level three-developing, level four-expanding, level five-bridging, level six-reaching. Students in level one have little to no knowledge of the English language and are typically new to the United States, where as students in level

six have acquired enough English and language skills to be considered proficient in the English language. Students in level six no longer receive ESOL services.

The LEP level is used to determine which courses the students are eligible to enroll in. For example, the school district that the student participants are enrolled in does not recommend students with an LEP level of three or less to enroll in English courses at the high school level. Instead, students with LEP levels of one, two, or three are enrolled in courses that are designed to prepare students to take English courses. Students with LEP levels of four, five, or six are enrolled in most of the same courses as their general education peers. However, ELLs at the high school level are often behind in obtaining the necessary credits to graduate due to the constraints that are placed on them. Many ELLs do not reach LEP level four until 10th, 11th, or 12th grade and sometimes have to take multiple English courses in a single school year in order to receive the required credits for graduation.

Intelligence. The Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) (Wechsler, 2004) is used by the school district to assess intelligence and provide the necessary information for the eligibility team to determine whether or not the student requires special education services. The assessment is administered by a district-appointed school psychologist. The WISC-IV is used to measure the intellectual ability of elementary and secondary level students. The assessment is a norm-referenced test comprised of 13 subtests that are related to the performance scale and the verbal scale. The results provide four index scores: verbal comprehension, working memory,

processing speed, and perceptual reasoning; and an overall full scale intelligence quotient (IQ) is also calculated.

Reading achievement. The Scholastic Reading Inventory was given at the beginning of the year to all ninth and 10th grade students in general education and special education English classes as well as all students in remedial reading courses. This data was evaluated by the researcher because the high school used this measure to as one of the tools for deciding which students would participate in the remedial reading classes.

Social functioning. The social functioning of each student was determined through a combination of teacher observations, teacher narratives, and documents pertaining to the students' social history. School records indicate that some of the participants had behavior difficulties resulting in disciplinary action, and one of the participants was arrested during the course of the study due to drug abuse. The attendance records also provided a better idea of each participant's social functioning in the remedial reading course.

Table 1

Participant Characteristics

Participant	Age	Grade	Gender	ELL Status	Ethnicity	Home Language	Years in LD Program	Birth Country
Alfred	17 years 5 months	11	Male	3	Hispanic	Spanish	8	United States
Nadia	17 years 5 months	11	Female	3	Black	Amharic	6	United States
Matthew	17 years 3 months	9	Male	4	Middle Eastern*	Persian	12	United States
Darren	15 years 9 months	10	Male	3	Hispanic	Spanish	7	United States
Mary	15 years 1 month	9	Female	4	Hispanic	Spanish	4	United States

Note. * Matthew identified his ethnicity as middle eastern.

Alfred

Alfred is a male, Hispanic student in grade 11 at the high school where this research took place. He was an English language learner with an LEP level of three, and he was eligible for special education services due to a learning disability and a speech and language impairment. Alfred was initially found eligible for speech and language services in 2006 when he was nine years old. In 2007, the IEP team found him eligible for services due to a learning disability, and he has received services for the past eight years in both team-taught and self-contained classrooms.

The social history report in Alfred's file indicated that his parents separated when he was two years old and he has lived with his father and grandmother since the separation. Both of Alfred's parents immigrated to the United States from El Salvador prior to Alfred's birth. Alfred's mother was 14 years old when he was born, and his father was 24 years old. Alfred sees his mother one to two times per month, but he has the most contact with his father and his father's side of the family. His family speaks both Spanish and English at home.

Alfred was described by his teachers as likable, caring, and quiet. During the ninth grade, Alfred had some behavioral issues in school and was frequently absent. As a result, he was required to repeat several courses. Since then, Alfred's attendance and behavior considerably improved although he had a tendency to skip his physical education class because he did not like the course.

During the research study, Alfred was likable, conscientious, and usually on task. He appeared to put forth his full effort during every session and was careful to remember

which days he was supposed to meet with the researcher. Alfred began to open up to the researcher throughout the course of the study, and rapport was quickly developed.

The most recent educational testing in Alfred's file was from 2012; however, the researcher and school administration were unable to locate his psychological testing report. Alfred's file appeared to be incomplete. According to the most recent educational testing, Alfred's scores on the reading subtests of the KTEA-II were below average. Alfred had a standard score of 82 on the Letter and Word Recognition subtest and a standard score of 79 on the Reading Comprehension subtests. Alfred's reading composite score was a standard score of 78.

Nadia

Nadia is a female, African American student in grade 11 at the high school where this research took place. She was an English language learner with an LEP level of three, and she was eligible for special education services due to a learning disability. Nadia was initially found eligible for special education services in 2008, and she has received services for the past six years in both team-taught and self-contained classrooms.

The social history report in Nadia's file indicates that her parents both immigrated from Ethiopia and later met and got married here in the United States. Nadia's parents are currently married and report to have a strong marriage and family. Nadia was born here in the United States, and her mother reported that she was carried to full term and there were not any issues during the delivery. Nadia lives with both of her parents and her two younger sisters. Her father is employed by a taxi company, and her mother works for a local government organization. Nadia's family speak both Amharic and

English at home. Although Nadia has not scored above a level three on the English proficiency tests, her conversational English is adequate.

Nadia is described by her teachers as hardworking, considerate, social, and both talkative and quiet. It appears that Nadia is talkative in her self-contained courses and quieter in her team taught courses. Nadia does not have any behavioral problems at school and her attendance is good. During this research study, Nadia was polite, caring, on task, and very likable. She appeared to put forth her full effort during every session and was conscientious about using the strategy that she learned. Nadia was very talkative with the researcher at the beginning and end of each session from the beginning of the study, and rapport was easily developed.

The most recent educational testing in Nadia's file was from 2013. This testing indicated that Nadia's scores on the reading subtests of the KTEA-II all clustered around 1 standard deviation below the mean. Nadia had a standard score of 88 on the Letter and Word Recognition subtest and a standard score of 82 on the Reading Comprehension subtest. Nadia's reading composite had a standard score of 83. However, the education testing indicated that Nadia only scored below average in the area of reading.

The most recent psychological testing in Nadia's file was from 2008. This testing indicated that Nadia scored in the low average range for her processing speed with a standard score of 85 and in the below average range for perceptual reasoning with a standard score of 84; however, the standard error of measurement must be considered as Nadia's scores all clustered around one standard deviation below the m. Nadia's scores on the other subtests were variable, and her full scale IQ was a standard score of 86.

Matthew

Matthew is a male, Middle Eastern student in grade 9 at the high school where this research took place. He was an English language learner with an LEP level of four, and he was initially eligible for special education services due to a developmental delay in 2001 when he was enrolled in preschool. Matthew was later found eligible for services due to a speech and language impairment in 2002. In 2003, he was found eligible for special education services due to a learning disability, and he has received services for the past 12 years in self-contained, team-taught, and general education classes.

The social history report in Matthew's file indicated that both of his parents immigrated to the United States from Afghanistan. Matthew was born here in the United States, and his mother reported that he was carried to full term and there were not any issues during the delivery. Matthew lives with his mother and sister as his parents divorced a couple of years ago. He sees his father on a regular basis multiple times per week. Both of his parents are employed, and his grandmother helps take care of his younger sister.

Matthew is described by his teachers as very social, talkative, distracted and sometimes belligerent. Matthew has a few documented behavioral issues at the high school, and his attendance is spotty. During the course of this study, Matthew was arrested for marijuana use and spent a little time in a local juvenile detention center. During this research study, Matthew was extremely polite and respectful towards the researcher. He appeared to enjoy the sessions, and he was very talkative before and after the sessions while the researcher escorted him to and from class. He appeared to put

forth his full effort during every session and was careful to follow all of the researcher's directions. Rapport was easily developed with Matthew as he seemed very likeable and open to learning about the research.

The most recent educational testing in Matthew's file was from 2012. This testing indicated that Matthew's scores on the reading subtests of the KTEA-II were more than 1.5 standard deviations below the mean. Matthew had a standard score of 76 on the Letter and Word Recognition subtest and a standard score of 74 on the Reading Comprehension subtest. Matthew's reading composite had a standard score of 73.

The most recent psychological testing in Matthew's file was from 2012 as well. This testing indicated that Matthew had difficulty with auditory/verbal memory and auditory processing skills. There was also a discrepancy between his verbal and non-verbal skills. His full scale IQ standard score was 85 which is in the low end of the average range.

Darren

Darren is a male, Hispanic student in grade 10 at the high school where this research took place. He was an English language learner with an LEP level of three, and he was initially eligible for special education services due to a learning disability in 2007. He has received services for the past 7 years in self-contained, team-taught, and general education classes.

The social history report in Darren's file indicated that both of his parents immigrated to the United States from Bolivia. Darren was born in the United States, and his mother reported that he was carried until eight months when she had a caesarian

delivery. According to his mother, Darren was already over eight pounds at delivery and she was unable to carry him to full term. Darren's social history report in his file indicated that he lives with both of his parents and his two siblings. However, during the course of the study, Darren revealed that his parents no longer live in the United States and his 22 year old sister is caring for him and his younger sibling.

Matthew is described by his teachers as very quiet, hardworking, distracted, and caring. Darren appears to act differently around different teachers, and some of his teachers commented that he is lazy while other teachers said he was very respectful and hard working. Darren does not have any documented behavioral issues at the high school, and his attendance is good in most of his classes. Darren appeared to be slightly indifferent about his participation in the research study. He was not very talkative during the sessions, but he did appear to put forth his full effort during every session. Darren was likable, but it took a little longer to build rapport with him because of his quiet nature.

The most recent educational testing in Darren's file was from 2012. This testing indicated that Darren's scores on the reading subtests of the KTEA-II all fell within the first standard deviation below the mean. Darren had a standard score of 94 on the Letter and Word Recognition subtest and a standard score of 89 on the Reading Comprehension subtest. Darren's reading composite had a standard score of 90. However, even though his psychological testing yielded average results, teacher narratives, speech and language assessments, observations and testing from the speech and language pathologist, and

school-wide reading assessments indicate that his reading comprehension is still an area of need.

The most recent psychological testing in Darren's file was from 2012 as well. This testing indicated that Darren had processing deficits in the areas of auditory reasoning and auditory memory. Some of his scores were variable, but the overall assessment on the WISC-IV indicated that Darren's full scale IQ was in the low average range with a standard score of 86.

Mary

Mary is a female, Hispanic student in grade nine at the high school where this research took place. She was an English language learner with an LEP level of four, and she was eligible for special education services due to a speech and language impairment. Mary was initially found eligible for special education services in 2010, and she has received services for the past four years in both team-taught and self-contained classrooms. In the beginning of the study during the participation selection process, the researcher was informed that Mary had a learning disability, and it was not until the end of the study that the researcher learned that Mary was found eligible for special education services due to a speech and language impairment instead of a learning disability. However, the eligibility committee decision form documented the fact that Mary has a reading deficit and requires additional support in this area. Additionally, the psychological testing indicated that Mary works very slowly and may require extra time to finish assignments and assessments. Even though Mary does not qualify for special

education services due to a learning disability, her functioning in regards to reading is comparable to the other participants in this study.

The social history report in Mary's file indicated that her parents both immigrated from and El Salvador over 20 years ago. Her parents met here and Mary was born in the United States. Mary's parents live together and appear to have a strong relationship and family. Mary's mother reported that she had a healthy pregnancy and carried Mary to full term without any complications. During the social history interview, Mary's mother did express concern over Mary's inability to acquire the Spanish language. Both her mother and father predominantly speak Spanish at home with Mary's siblings, but Mary chooses to only speak English. In fact, the social history report indicates that Mary never learned to speak Spanish like her siblings and this concerned her parents greatly because she could not communicate directly with them.

Mary is described by her teachers as calm, quiet, hard working, and well-behaved. Mary does not have any behavioral problems at school and her attendance is good. During this research study, Mary was extremely polite, thoughtful, and on task. She appeared to put forth her full effort during every session and spent a lot of time carefully using the strategy that she learned. Mary talked with the researcher when she was spoken to, and rapport was easily established.

The most recent educational testing in Mary's file was from 2010. This testing indicated that Mary's scores on the reading subtests of the KTEA-II were all more than one standard deviation below the mean. Mary had a standard score of 77 on the Letter

and Word Recognition subtest and a standard score of 72 on the Reading Comprehension subtest. Mary's reading composite had a standard score of 73.

The most recent psychological testing in Mary's file was from 2010 as well. This testing indicated that Mary's scores were somewhat variable, and her processing speed was in the low average range with a standard score of 85. Mary's overall IQ score was in the low average range as well with a standard score of 86.

Design and Variables

Previous researchers have utilized group experimental designs and single-subject designs to evaluate the effectiveness of the GIST strategy with students with reading difficulties. The majority of the studies have been conducted with students at the elementary level, and few studies have been done at the high school level. In addition, the literature search did not yield any studies that focused on teaching a summarizing strategy such as the GIST strategy to English language learners with disabilities at the high school level. For this study, a multiple-probe multiple-baseline design was used to observe the functional relationship between the independent and dependent variables. The multiple-baseline design is justifiable because it is not possible for the participants to reverse their learning of the modified GIST strategy (Creswell, 2008). A multiple-probe design was used because it is not desirable for students to participate in numerous baseline sessions in this study prior to entering the intervention because that would have caused the participants to be pulled from class too often. The multiple-probe design allowed for data to be collected periodically rather than continuously so that the students did not become bored or disinterested in the study during the baseline phase prior to the

introduction of the independent variable (Gast, 2010). The independent variable was the modified GIST strategy instruction, and the primary dependent variable was the students' summarization scores. The single-subject method is often favored when working with a small group of students and providing individualized instruction (Creswell, 2008). This method allowed for the dependent variable to be measured repeatedly in order to determine the effectiveness of the intervention. The purpose of the multiple baselines in single-subject research is to determine whether or not the intervention is successful when used with each participant. Multiple baseline designs are considered successful if there is an immediate change in level between the baseline phase and the intervention phase in accordance with the research questions (Gast, 2010).

Independent variable. The independent variable in this study was a modified version of the GIST strategy which was originally developed by Cunningham (1982) and stands for Generating Interaction between Schemata and Text. This strategy was originally developed in order to help students identify the main idea and relevant details of a passage and articulate the information in a brief summary statement comprised of 20 words or less. When using the GIST strategy, the students were asked to preview the text and make a prediction of what they think the text will be about, answer the relevant who, what, when, where, why, and how questions, and write a brief summary statement.

Many students have difficulty identifying the main idea of a passage and often focus on irrelevant minor details (Frey, Fisher, & Hernandez, 2003). In addition, students with disabilities and ELLs often have trouble comprehending text and benefit from explicit instruction on strategies that focus on summarizing information (Frey et al.,

2003). Other researchers (Berkeley, 2007; Jitendra et al., 2000; Klingner & Vaughn, 1996; Malone & Mastropieri, 1992) have incorporated features from the GIST strategy into broader strategies that include summarizing information. One such strategy is Collaborative Strategic Reading (CSR), which was developed by Klingner and Vaughn (1996) in order to combine cooperative learning with instruction in reading strategies. This strategy has students work collaboratively with peers to preview the text, identify the clicks and clunks, write a GIST statement and answer follow-up comprehension questions. Although this is a strong, well-researched strategy, teachers may choose not to utilize the strategy in the classroom due to the intensity of instruction and practice that is required. The purpose of the modified GIST strategy is to develop an effective intervention that is relatively easy for teachers to use and implement in a high school classroom.

The modified GIST strategy. For the purposes of this intervention, the modified GIST strategy has been altered slightly from its original form in order to remind the students to identify the main ideas and relevant details of each section in a passage and write a two to four sentence summary statement about the main idea of the entire passage. The modifications include having the students preview the text structure of the passage prior to reading the text, write a prediction statement based on the information in the text structures, write about any background knowledge they already know, annotate the text in order to note the main ideas and most important details of the passage, highlight the most important details in the answers to the “wh” questions, and write a two to four sentence summary statement that can exceed the original limit of 20 words set by Cunningham

(1982) (see Appendix C). Although, these modifications are quite minor, it is expected that the intervention will help ELLs with disabilities more successfully summarize information from varying non-fiction passages.

The modified GIST strategy has the students use important before, during, and after reading comprehension skills in order to read a passage and identify the most relevant information to include in brief summary statement. Two to three page articles from the *Scholastic Action* magazines were used during this intervention, and the students summarized randomly selected non-fiction, expository articles that were printed at the level closest to each participant's instructional reading level. The participants' instructional reading level was determined by the results on the Scholastic Reading Inventory which was given to each participant during the baseline phase. The articles were chosen because the students regularly use the *Scholastic Action* magazines in class, and each article was available on three different reading levels. Each of the articles was carefully selected in order to ensure that there was a clear main idea for the participants to summarize, and the articles were selected on various engaging topics.

Modified GIST strategy: Before reading steps. The participants were required to complete three "before reading" activities prior to reading the passage, which included noting the text structure of the passage, making a prediction about the main idea of the passage, and writing down any background knowledge the participants already knew. The participants began using the strategy by previewing the text structure elements in order to gain a general idea of the purpose and main idea of the passage. Then, the participants noted text structure elements such as: the title, headings, subheadings,

sidebars, diagrams, charts, pictures, graphics, maps, and bolded, underlined, and italicized words. On the strategy sheet, the participants circled which text structure elements they observed and use the information that they gathered to write a prediction statement. Typically, prediction statements are used to have the students make a general prediction of what they think the passage is about. The prediction statement in this strategy required the students to write what they thought the main idea of the passage was based on the information that they obtained from scanning the text structure elements in the passage.

The purpose of the prediction statement was to help the students focus on the purpose of the reading activity and begin processing what the main idea of the passage is. After the students wrote the prediction statement, the participants were asked to take a minute or two to jot down any background knowledge that they already knew about the topic. This served two purposes: first it helped the researcher gauge what each participant already knew about the content of the articles, and secondly it helped the participants ground their reading.

Modified GIST strategy: During reading steps. The second aspect of this strategy required the participants to complete two “during reading” activities: annotating text and answering the “wh” questions. While reading, the participants annotated the text to identify the main idea and relevant details of the passage. The participants annotated the text by underlining the main idea of the paragraph or passage and by drawing small stars next to sentences that contained important details that reinforce the main idea. The participants also answered the “wh” questions which are who, what, when, where, why

and how. These questions helped the participants stay focused on identifying the most important information pertaining to the passage, and the participants used a combination of the answers to the “wh” questions and the annotations in the text to summarize the text after reading the passage.

Modified GIST strategy: After reading steps. After reading the passage and completing the “during reading” activities on the strategy sheet, the participants used the information gleaned from the answers to the “wh” questions to write a brief summary statement. The students looked back at the answers to the “wh” questions and highlighted the most important details that should be included in the summary statement. Then the students will used the highlighted information to write a brief two to four sentence summary statement of the passage. The summary statements ranged in length because the passages were multiple paragraphs and varying passages required different lengths of summaries based on the concepts in the passages.

Dependent variables. The purpose of this intervention was to determine the effect of the modified GIST strategy intervention on the participants’ ability to comprehend and summarize text. In addition, the researcher was interested in investigating whether or not the strategy instruction impacted the participants’ motivation to read as well as their performance on the KTEA-II and QRI.

GIST summary rubric. The participants wrote summary statements throughout all phases of the study on the baseline summary sheet, generalization summary sheet, and the modified GIST strategy template. A summary rubric was used to determine the accuracy of each summary (see Appendix D). The same summary rubric was used

during the baseline, intervention, maintenance, and generalization phases. The student's score on the summary rubric was compared across all phases of the study.

Modified GIST Strategy Steps Assessment. This assessment was used to determine the participants' ability to use the modified GIST strategy (see Appendix E). This assessment and rubric was used during the tutoring phase in order to determine if the participants mastered the strategy prior to beginning the intervention phase.

Adolescent Motivation to Read Profile (AMRP). The students completed the AMRP (Pitcher et al., 2007) during the baseline phase and the second time during the maintenance phase in order to determine whether or not the participants' motivation to read changed after participating in the intervention.

Scholastic Reading Inventory. The Scholastic Reading Inventory (SRI) was used by all of the reading and literacy courses at this particular high school, and the participants took this assessment during the baseline phase. The results from the assessment helped determine the reading level of the *Scholastic Action* passages that the students would read during the study.

Kaufman Test of Education Achievement-II (KTEA-II). The KTEA-II was used by the school to test students for special education eligibility. This study utilized the reading comprehension subtests in order to gauge student growth on a norm-referenced measure.

Materials

A detailed description of all materials that were used by the researchers and students will be provided in this section. The intervention incorporates a variety of

materials which include: the baseline summary sheet, the generalization summary sheet, the modified GIST strategy sheet, the modified GIST strategy teaching lessons and scripts, the modified GIST strategy student booklet, the modified GIST strategy checklist, the modified GIST summary rubric, consent forms, assent forms, and fidelity checklists.

Baseline summary sheet. The baseline summary sheet prompted the students to write who the passage is about, what the passage is about, and a two to four sentence summary describing the main idea and accurate details in the passage (see Appendix F).

Generalization summary sheet. The generalization summary sheet was virtually identical to the baseline summary sheet except for the title. Four of the five participants completed this summary sheet in a science classroom after reading a science passage. One of the participant's science teacher did not participate in this study, so that participant completed the generalization phase in the reading resource room with the researcher.

Modified GIST strategy sheet. The modified GIST strategy sheet was used by the participants during the intervention and maintenance phases (see Appendix G). This sheet included the before, during, and after reading components as mentioned earlier. The sheet contained the primary elements of the modified GIST strategy. The participants are required to circle the types of text structure that were present in the article, write a prediction statement, write down any relevant background knowledge, answer the "wh" questions, highlight important information in the answers to the "wh" questions, and write a brief two to four sentence summary of the main idea of the passage (Figure 1).

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

Figure 1. Modified GIST Strategy Sheet

Modified GIST strategy student binder. All of the students were given a one inch binder containing the materials for the modified GIST strategy intervention. The binders contained their student number/pseudonym and the materials required for the

intervention. Each binder had the student booklet which contained all of the materials needed to accompany the *Scholastic Action* articles which the students used during the intervention phase. The booklet was divided up into 12 lessons, and each participant completed at least 10 of the lessons (see Appendix H).

Scholastic Action Magazine Articles. Articles from the *Scholastic Action* magazine were used throughout the baseline, tutoring, intervention, and maintenance phases. The participants read two to three page articles from the magazines and completed the modified GIST strategy based on the content of each article. The articles were randomly assigned during the baseline, intervention, and maintenance phases. Specific articles were used during the tutoring phase because the teaching scripts were written about specific articles.

The modified GIST strategy intervention manual. A comprehensive intervention manual was developed by the researcher (see Appendix I). The tutoring and intervention manual contained twelve lessons and scripts that were developed for the purpose of this study. The first six lessons were used during the tutoring phase of the study. The first three lessons provided an overview of how to use the modified GIST strategy. Lessons three through six were used to provide additional modeling and coaching for the participants as they used the modified GIST strategy to summarize articles under that tutelage of the researcher. Each participant completed lessons seven through 11 and lesson 12 was optional dependent on need as determined by the researcher. During lessons seven through 11, the participants read and summarized the

passages independently; however, a limited number of scripted cues were provided to the participants if necessary.

The participants did not exit the tutoring phase until they demonstrated mastery of the GIST strategy on the modified GIST strategy steps assessment. The researcher had the option to use the generic script provided at the back of the intervention manual if a participant did not demonstrate mastery by the end of the tutoring phase. This was not required during the present study because all of the participants demonstrated mastery by the end of the tutoring phase.

The modified GIST strategy steps assessment. The assessment was developed for the purpose of this research. It contained 7 items on which the participants were scored (see Appendix E). The participants were scored on their ability to skim the text, identify relevant text structure features, make a prediction, write down background knowledge, underline the main ideas, star the important details, answer the “wh” questions, highlight the important information in the “wh” answers, and write a two to four sentence summary of the main idea and important details. This assessment was only used during the tutoring phase, and the participants were not able to enter the intervention phase until they attained a score of 100 percent on the assessments.

Fidelity checklists. Two outside observers watched 33 to 50 percent of the videotaped sessions during all phases in order to complete the fidelity checklists. The teaching scripts in the intervention manual were designed for use as fidelity checklists as well. Each aspect of the teaching scripts had a corresponding check box. The observers placed a check in a box if the researcher addressed that area of the teaching script. If the

researcher neglected to follow the script or skipped a section of the instruction, the observers left the check box blank. Following the instructional session, the observers the percentage of adherence to the script by dividing the number of marked check boxes from the total number of boxes included in the script. The fidelity checklists were used to determine the consistency of the modified GIST strategy instruction across all five participants.

Measures

Five measures were used during the study to examine the research questions. Four of the measures were administered twice to the participants: once during baseline and once during the maintenance phase. The *Scholastic Reading Inventory* was only administered once during the study to determine the participants' instructional reading level.

Adolescent Motivation to Read Profile. The Adolescent Motivation to Read Profile (AMRP), developed by Pitcher et al. (2007), had two parts: the AMRP Reading Survey and AMRP Conversational Interview. The AMRP Reading Survey was used in this study because the survey provided quantitative data on the students' self-concept and value of reading. The Motivation to Read Profile was originally developed by Gambrell et al. (1996) for use with elementary students. However, Pitcher et al. revised the profile for use with adolescents.

Modified GIST rubric. The rubric was adapted from a main idea test used in a study conducted by Berkeley (2007). The original main idea test was developed by Mastropieri et al. (2001). The original assessment included main idea questions such as

(1) who and/or what is the passage about?, (2) what is the most important thing from the answer to number one?, (3) what are the most important words from the passage?, and (4) how can the main idea of the passage be summarized in two sentences. For the purpose of this study, the main idea test will be adapted to only include the first and fourth question. The summary rubric will include two parts: (1) who and what is the passage about; and (2) write the main idea of the passage in two to four sentences. The rubric developed by Berkeley (2007) will be adapted for the purpose of this intervention (see Appendix D).

In addition to the other information on the Modified GIST Rubric, the researcher also chose to further examine the background knowledge statements that the participants wrote on the Modified GIST Strategy sheets in order to determine the amount of background knowledge each participant had about the *Scholastic Action* articles. The researcher rated the participants' responses on a scale ranging from zero to two where a score of zero signified little to know background knowledge, a score of one represented a limited amount of background knowledge, and a score of two represented a substantial amount of background knowledge.

Scholastic Reading Inventory. The Scholastic Reading Inventory (SRI) is a research based reading assessment given to students across the nation to students in kindergarten through 12th grade. The assessment is typically given on the computer, and adjusts to each of the student's responses during the test. The SRI is typically used as a screening tool to determine whether or not a student is comprehending text at an advanced level, proficient level, basic level, and below basic level. The results from the

assessment provide a Lexile score for each student, which is based on the Lexile framework. The Lexile framework is a metric that measures an individual's ability to read and comprehend text as well as the level of difficulty of text. The Lexile framework helps pair students with appropriate levels of text, and this framework has been adopted by 24 states across the nation (Scholastic, 2012; Scholastic, n.d.). In this study, the SRI was used to pair the participants with the appropriate level of *Scholastic Action* articles.

Qualitative Reading Inventory. The Qualitative Reading Inventory (QRI) is an informal reading inventory used with students ranging from kindergarten through high school to provide insight into the student's reading ability and better identify and individual student's strengths and needs. The purpose of the QRI is to learn about an individual student's ability to decode words in isolation and passages, read with fluency, and answer both explicit and inferential comprehension questions about passages at varying levels of difficulty. The students decoding of the passages is measured through miscue analysis, and the student is timed while reading in order to determine the level of fluency. The grade equivalent reading level is determined from the scores on the word lists and passages, and the student's independent, instructional, and frustration reading levels are determined based on the scores. The QRI was given to the participants once during the baseline phase and once during the maintenance phase in order to determine if the participants improved in their overall reading ability and comprehension. The researcher chose to use the decoding wordlists and the expository comprehension passages; however, the narrative comprehension passages were not used during this study because the purpose of the study was to evaluate how well the participants were able to

summarize expository text. Additionally, the researcher carefully selected the expository comprehension passages to use with the students. The researcher chose to use passages that she did not believe the participants would have a great deal of background knowledge about in an attempt to get a more accurate depiction of the participants overall reading comprehension.

The Kaufman Test of Educational Achievement, second edition. The KTEA-II was used in this study because it is a widely used norm-referenced measure that has multiple components (Kaufman & Kaufman, 2004). Flynn et al. (2012) emphasized the importance of considering growth on both researcher developed measurements and norm-referenced measures because participants often show greater amounts of growth on researcher developed measures and many studies do not include norm-referenced measures. In addition, norm-referenced measures show the participants' ability to generalize skills on a different type of measure (Flynn et al., 2012). The KTEA-II was used to measure the effects of the intervention on the students' scores on the reading subtests.

The KTEA is an educational assessment that can be given to individuals between the ages of four to 25. The scores from the assessment provide standard scores, age and grade equivalents, normal curve equivalents, stanines, and percentile ranks. This assessment addresses the areas determined by the Reading First Council and IDEA (2004). This assessment was used with the participants in the current study in order to investigate the effects of the independent variable on the students' scores on a norm-referenced assessment. Additionally, this particular assessment was chosen because the

special education department in the school district used this assessment to test the educational achievement of students. The reading subtests were given to the students twice during the study: Form A was given to the students during baseline, and Form B was given during the maintenance phase. The *Letter and Word Recognition* and the *Reading Comprehension* subtests were given during both administrations and the *Reading Composite* score was also calculated. The *Reading Composite* is comprised of two subtests: *Letter and Word Recognition* and *Reading Comprehension* (Kaufman & Kaufman, 2004).

On the *Letter and Word Recognition* subtest, the participants were asked to read words in isolation from a flipbook that increased in difficulty. The researcher made notes on the phonetic elements of the words as the participants read. The participant's scores from the *Letter and Word Recognition* subtests were used to determine the start point on the *Reading Comprehension* subtest. The *Reading Comprehension* subtest measured the participants' ability to understand and answer questions about what was read. On this subtest, each participant read short passages from the flipbook and answered related questions that were printed below the passages. The participants read the passages quietly and answered the questions when they were ready. The participants were asked to answer literal and inferential questions related to the passages. Literal comprehension involves the ability to answer questions about the author's purpose, characters' actions, beliefs, thoughts, and feelings, and the ability to answer other questions about factual information from the passage. Inferential comprehension questions require the reader to make inferences about the main idea, author's purpose, and characters' thoughts,

feelings, intents, and actions. There were no time restraints during either subtest; however, if the participants seemed to pause for a long period of time, the researcher did use the prompts from the KTEA instructions to direct the participants (Kaufman & Kaufman, 2004).

Procedures

Permission to conduct the research was obtained from the university and participating school district prior to beginning the study. Following approval to begin the study, consent forms were given to the parents and assent forms will be given to the students. The consent and assent forms were collected before any data was collected.

Baseline. Once research permission was granted, the baseline data was collected using a baseline probe to determine the participants' ability to summarize information prior to the intervention. The baseline phase was carried out using the multiple-probe method (see Appendix J). Each of the participants took part in five to six baseline sessions that occurred during a period of one to four weeks. The researcher waited for the first participant's baseline to stabilize prior to beginning the tutoring phase. The remaining four participants will continued to participate in baseline probes after the first participant began receiving instruction. Once it was apparent that the first participant responded to the tutoring instruction, the second and third participants entered the tutoring phase in a dyad. The same procedures were used for the fourth and fifth participants.

During the baseline phase, the participants were instructed individual by the researcher in the reading resource room or the school library. The participants were

pulled from the remedial reading class, the school-wide remediation period, or during other remediation periods in order to complete the baseline probes. Each of the baseline probes took the participants approximately 15 to 35 minutes to complete depending on each participant's reading rate. The researchers read the same scripted directions, which were provided in the intervention manual, to each of the participants (see Appendix I). The participants were asked to read a two to three page randomly selected *Scholastic Action* article and summarize the information on the baseline summary sheet (see Appendix F). The modified GIST summary rubric will be used to score each of the baseline probes (see Appendix D).

Tutoring. The tutoring sessions began after the first participant's baseline stabilized. During the tutoring phases, each participant learned how to use the modified GIST strategy to summarize information during a minimum of five lessons taught by the researcher. All of the lessons were taught by the same researcher in the reading resource room in order to avoid threats to internal validity. The researcher followed the teaching scripts as outlined in the GIST teaching manual, and the teaching sessions were videotaped in order to ensure fidelity of treatment.

Two outside observers were hired to view the video tapes and check for fidelity. The observers watched between 33 and 50 percent of the sessions in order to ensure that the lessons were taught with at least 80 percent fidelity. During the tutoring phase, the students were taught how to use the GIST strategy and practiced using the strategy under the tutelage of the researcher while reading three to four articles. This phase included approximately six lessons, and the participants were not permitted to enter the

intervention phase until they demonstrated mastery of the modified GIST strategy components. The researcher filled out the modified GIST strategy steps assessment rubric each time the participants used the strategy in order to determine the participant's level of mastery. The participants did not enter the intervention phase until they received at least one score of 100 percent on the Modified GIST Strategy Steps Assessment.

During the first lesson (see appendices G and H), the participants learned how to skim text by reviewing the external text features of a passage. The researcher taught the participants about eight different types of text structure which included: titles, headings, pictures, captions, maps, bold words, underlined words, and italicized words. The participants learned about the purpose of the text structures and learned that the text structures help readers identify the main ideas of passages and point out important details that relate to the main ideas. The participants also learned about making predictions and writing down background knowledge. The researcher helped the participants make a prediction about the main idea of an article after reviewing the various elements of text structure present in the article and jot down one to two sentences about the participants' prior knowledge. An excerpt from lesson one is provided in Figure 2.

Say: Thank you for coming to the lesson today. Today we are going to learn about two strategies that you can use before reading an article, book, or short passage. We are going to learn about previewing text and making predictions.

Say: First, we are going to look at page 1 which is the Table of Contents for your booklet. This page shows you the different lessons that we will do during our six sessions together.

[Give the student enough time to look at the table of contents. Then move on to the rest of the lesson. Answer any questions the student may have and make them feel as comfortable as possible.]

Say: Now we are going to turn to page 1 in the booklet to begin the lesson. This page shows you the different types of text structure that we often see in articles and textbooks. We are going to practice previewing an article today, and we are going to look at the article on pages 16 to 19 in this Scholastic Action magazine [give the student a copy of the magazine to use and keep with their booklet].

Say: Let's start by looking at the different types of text structure.

Say: Have you ever learned about the different types of external text structure before?

Figure 2. Excerpt from Lesson One Script

During the second lesson, the researcher taught the participants how to identify the main ideas and supporting details of an article. The participants learned how to annotate text by underlining the main ideas and placing stars next to important details that support the main idea. The researcher guided each participant through this process (note Appendix I).

During the third lesson, the participants learned how to answer “wh” comprehension questions about an article. The “wh” comprehension questions are who, what, when, where, why, and how. The researcher guided the participants through the

process of answering the questions and filling out the GIST sheet. After the participants appeared to have a clear understanding of how to answer the comprehension questions, the researcher demonstrated how to identify the most pertinent information in the answers to the questions. The participants learned how to highlight this information on the GIST sheet. Then, the researcher taught the participants how to use the highlighted information to write a two to three sentence summary statement about the entire passage. The research modeled the summary statement the participant, and the participant was given a chance to paraphrase the summary in their own words. An excerpt from lesson three is provided in figure 3.

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers and researchers will see the tapes, and no one else will be able to see the videos.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student the teaching booklets.]

Say: Thank you for coming to the lesson today. Today we are going to learn about two strategies that you can use before reading an article, book, or short passage. We are going to learn about previewing text and making predictions.

Say: First, we are going to look at page 1 which is the Table of Contents for your booklet. This page shows you the different lessons that we will do during our six sessions together.

[Give the student enough time to look at the table of contents. Then move on to the rest of the lesson. Answer any questions the student may have and make them feel as comfortable as possible.]

Say: Now we are going to turn to page 1 in the booklet to begin the lesson. This page shows you the different types of text structure that we often see in articles and textbooks. We are going to practice previewing an article today, and we are going to look at the article on pages 16 to 19 in this Scholastic Action magazine [give the student a copy of the magazine to use and keep with their booklet].

Say: Let's start by looking at the different types of text structure.

Say: Have you ever learned about the different types of external text structure before?

Say: Now let's look at the article in the "Cute or Deadly" Scholastic Action magazine again. Open to page 16.

[Make sure the student has the magazine opened to the correct page.]

Say: During the last lesson you underlined the main ideas of each section, and you put stars next to the important details that supported the main idea.

Say: Now we are ready to start answering the comprehension questions.

Say: Who is the article about?

[Wait for the student response. If the student only says that the story is about one person, please show them that the article talks about three different people who own exotic pets: Felicia Frisco, Jim Sautner, and Tracy Coppola (Rainsford, 2012).]

Say: Now let's write down our answer on the GIST strategy worksheet together. We do not have to write complete sentences here because we are just listing the information quickly so we can remember who the story is about.

[Think aloud for the students.]

Say: If a teacher asked me to write down my answer to this question, I would write:

- About people who own exotic pets (Rainsford, 2012).
- Felicia Frisco, Jim Sautner, Tracy Coppola (Rainsford, 2012).

Figure 3. Excerpt from Lesson Three Script

During the fourth, fifth, and six lessons, the participants read three different *Scholastic Action* magazine articles and practiced completing the modified GIST strategy

under the researchers' supervision. The participants were asked to complete as much of the work as they could on their own, and the researcher assisted the participants when necessary in order to make sure that they used the strategy appropriately and identified the correct information. The researcher reviewed each part of the strategy with the participants in order to ensure that the summary statements covered the correct information.

The amount of time required to complete the tutoring sessions ranged from 19 minutes and 31 seconds to 45 minutes and 57 seconds. The median number of minutes in the tutoring phase was 33 minutes and three seconds. Although the same lesson scripts were used with each participant, the amount of time needed to complete each session varied depending on the participants' rate of reading and writing.

Intervention. During the intervention phase, the participants were supervised by the researcher as they used the modified GIST strategy to summarize randomly selected *Scholastic Action* articles. The purpose of this phase was to allow the students to use the intervention independently. The students wrote their answers in the student booklet that was provided in the intervention binders (see Appendix H). The students used the same modified GIST strategy sheet during each lesson in the intervention phase. The role of the researcher was very limited during this phase as the researcher took on a coaching role rather than teaching role. The researcher provided the participants with cues and reminders if the participants used the strategy incorrectly, demonstrated off-task behavior, or wrote down inaccurate information on the modified GIST strategy sheet. However, the researcher did not teach the participants the specifics of the strategy. The

researcher followed the same script when supervising lessons seven through 11 (see Appendix I).

Additionally, the time it took for each participant to complete the intervention probes ranged from 12 minutes and 35 seconds to 47 minutes and 29 seconds. The median time it took for the participants to complete an intervention probe was 22 minutes and 54 seconds. The same exact instruction was provided during each intervention probe, and the difference in time was dependent upon the participants' reading and writing rates.

Maintenance. Two weeks after the last intervention probe, the researcher collected two more data points to determine how well the participants were able to use the modified GIST strategy to summarize information. During this phase, the participants were given the modified GIST strategy sheet and randomly selected articles from the *Scholastic Action* magazines. The researcher read the directions to the participants from the intervention manual, and the participants completed the modified GIST strategy sheet independently. The purpose of this phase was to determine how well the participants were able to use the modified GIST strategy independently following removal of the intervention.

Generalization. Two generalization probes were collected during the intervention phase of the study. The purpose of the generalization probes was to determine if the participants were able to summarize text presented in a science classroom. The participants were given expository passages from a biology textbook to summarize in their science classes. The researcher worked with the science teachers to

pick appropriate texts for the students to summarize. The summary activities were conducted in a whole group setting, and the instructors determined whether or not to require all of the students to complete the activity. The teachers read the directions aloud to the participants and provided adequate time for the participants to complete the generalization summary sheet (see Appendix G).

The researcher only evaluated the summaries of the students selected to participate in this study. The modified GIST summary rubric was used to score each of the generalization probes (see Appendix D). Only four of the five participants completed the summarization probes in their science classrooms because one science teacher chose not to participate in the study. Alfred completed the generalization probes in the reading resource room with the researcher. The passages used during generalization were above the participants' instructional reading level because of the level of the science text books. Differentiated textbooks based on instructional reading levels were not available, so the researcher chose to use the textbooks that were available in the science classrooms.

Data Collection

As described in the procedures section, multiple data probes were collected throughout the course of the study. A minimum of five data points were collected for each participant during the baseline phase. The baseline data was derived from the participants' scores on the modified GIST baseline summary sheets. The reliability scorers used the modified GIST summary rubric to score the baseline probe data.

During the intervention phase, the reliability scorers and the researcher scored two different types of data. During intervention A (e.g., a minimum of six probes), the

scorers used the modified GIST strategy checklist to rate the participants' ability to properly use the modified GIST strategy. During the lessons four, five, and six during tutoring phase, the scorers used the modified GIST strategy summary rubric to score the participants on their answers to the "who" and "what" questions as well as the summary statements. During the intervention phase (e.g., a minimum of five probes), the scorers used the modified GIST strategy summary rubric to score the students on their responses to the "who" and "what" questions as well as the summary statements.

The scorers also used the modified GIST strategy summary rubric during the maintenance phase to score the participants on their answers to the modified GIST strategy sheets. The scorers used the same rubric to score the participants responses to the modified GIST strategy generalization summary sheet during the generalization phase.

Reliability

In order to assess inter-observer agreement, the students were assessed using the same modified GIST summary rubric during the baseline, tutoring, intervention, maintenance and generalization phases. During each of the phases, the students were asked to read an article or passage, answer who and what the article was about, and write a brief two to four sentence summary statement explaining the main idea and important details of the article or passage. The students completed two different types of summary sheets as outlined in the procedures section. During the baseline and generalization phases, the students completed an abbreviated summary sheet in which they wrote who and what the passage was about as well as a two to four sentence summary statement.

During the tutoring, intervention, and maintenance phases, the participants used the modified GIST strategy sheet to summarize the information presented in the articles. The modified GIST strategy sheet contained more components than the baseline and generalization summary sheets; however, the students were only scored on their ability to answer who and what the article was about and write a brief two to four sentence summary statement.

The researcher trained the scorers prior to the beginning of the study and met with the scorers periodically throughout the study. Thirty to fifty percent of the probes in each phase were scored independently by the researcher and two other scorers using the rubric discussed. In addition, the scorers also wrote the scores on a scoring chart in order to compare each participant's scores across probes. The researcher met with the scorers following each phase in order to discuss and resolve any contradicting scores. The total inter-observer agreement was 95.02 percent across all scorers.

Fidelity of Treatment

The fidelity of treatment was assessed for each of the probes conducted with the participants during all phases. The teaching scripts in the intervention manual were used as fidelity treatment checklists. Two trained observers used the fidelity checklists and video tapes to determine the fidelity of treatment of all intervention sessions. Each observer will view an approximately 35 to 36 videos. The reviews were conducted independently, and the researcher met with the observers periodically during the study in order to determine the inter-rater agreement on the fidelity checklists.

The observers made check marks along the side bar of each lesson in the intervention manual as they watched the video tapes. At the end of each lesson, the observer added up the check marks and divided the total by the total number of check marks possible in order to compute a percentage of fidelity for each lesson. The percentage of fidelity that each observer computed was compared, and inter-rater agreement was determined.

Observer Training. The observers were trained prior to the start of the study by the researcher using materials created for this study. Each observer was trained during one session independently. The training took approximately 30 minutes to one hour. During the training, the researcher provided each of the observers with a binder containing all of the materials for the study (i.e., intervention manual, student booklet, examples of *Scholastic Action* articles, fidelity checklists, etc.). The researcher explained the different phases of the intervention and the tasks that students were expected to complete during each probe to each observer. The intervention was reviewed with the observers, and the researcher explained how to use the fidelity checklist in accordance with the teaching scripts and lesson plans.

The researcher showed the observers how to manage the technical side of the observations such as setting up and viewing the videotapes. The observers had the opportunity to ask questions about the intervention and the fidelity checklists during this time. Following the initial training session, the research team consulted with each other once per week either in person or on a phone conference to discuss the data collection

and any potential questions. At the end of the study, the procedural fidelity for the entire study was computed as 98.76 percent.

Social Validity

Social validity was established by conducting interviews with each participant at the end of the study. The participants were asked three questions in the social validity interviews: (1) Did you find the strategy helpful?; (2) Did you like reading the articles during the study?; (3) Did you enjoy participating in the study?; The purpose of these three questions was to get a feel for the overall perception each participant had about the research study.

Data Analysis

Three types of data analysis were used in this study: visual analysis, percent of non-overlapping data, and basic descriptive statistics to calculate pretest and posttest means and standard deviations. The various means of data analysis were used to determine the effectiveness of the modified GIST strategy.

Visual analysis. Visual analysis was originally rooted in Skinner's work and it involved a visual inspection of the data that takes into account factors such as slope, variability, and phase change. The researcher used visual analysis immediately after each probe to make decisions about the research. After each session, the researcher graded the summary statements and plotted the data points on a hand drawn graph to evaluate the participant's progress. During visual analysis, the researcher identified both absolute level change and relative level change between various phases of the study. Absolute level change involves computing the difference between the value of the last probe in one

phase and the value of the first probe in another phase (Gast, 2010). The calculated difference informed the researcher of the impact of the intervention. In addition, relative level change involves computing the mean value of the second half of one phase and the first half of the succeeding phase. Then, the difference between the mean values is computed in order to note improvement or deterioration (Gast, 2010). Both the absolute and relevant level change calculations indicated whether or not there was a change after the introduction of the modified GIST strategy intervention.

Visual inspection of the data enabled the researcher to identify changes in trend and direction. Once the data points for each phase were graphed, it was possible to note the trend lines in each phase. This allowed the researcher to compare the trend lines between phases for individual participants as well as the change in trend lines across participants.

Percent of non-overlapping data. The PND was calculated during visual analysis to compare the baseline condition with the treatment and maintenance conditions for all participants. The PND was calculated by identifying the percentage of the treatment and maintenance data points fall below the highest baseline data point. PND is computed with a four step process (1) count how many probes are in the baseline phase, (2) count how many probes are in the subsequent phases, (2) determine the number of probes that overlap with the values of probes in the baseline phase, (4) divide the number of probes that overlap with the total number of probes in the subsequent phases (all phases except baseline) and multiply the total by 100 to calculate the percentage (Gast, 2010). In this study, PND was calculated for each phase.

Basic descriptive statistics. Basic descriptive statistics were used to calculate the means and standard deviations for the pre and posttest data and the data points from each summarization probe. The researcher used Excel to compute the means and standard deviations in order to compare the results across participants. Additionally, difference scores were computed for the pre and posttest assessments in order to determine which students improved in their scores following the intervention.

Summary

A summary table was developed to better summarize the data analysis procedures used to evaluate each research question. The table describes the research question, the type of data collection, and the type of data analysis used (see Table 2).

Table 2

Summary of Data Collection and Analysis Procedure

Research Questions	Data Collection	Data Analysis
Does the modified GIST strategy instruction improve the students' ability to summarize expository text, and do the students continue to use the strategy several weeks following the intervention?	Baseline summary sheets, Modified GIST Strategy Sheet	Visual analysis of data, PND, calculate means and standard deviations
Does the modified GIST strategy instruction improve the students' overall reading comprehension as measured on standardized and informal reading assessments?	Pre and posttest assessments on the KTEA-II and QRI.	Calculate means and standard deviations, calculate difference scores.
Are students able to generalize the use of the modified GIST strategy in other academic settings? Did the students improve in their ability to summarize text in other academic settings?	Generalization strategy sheet	Visual analysis of data, PND, calculate means and standard deviations.
Did the students' motivation to read change following the intervention?	AMRP survey and interview	Calculate difference scores between the pretest and posttest assessments.

Importance

This intervention is important to the educational community because teachers and researchers have not yet identified evidence-based strategies for use with high school level English language learners with disabilities. In addition, there is also a general lack of intervention research conducted with high school level ELLs and students with disabilities. This study will add to the knowledge in the field, and shed light on need for more research in this area. The modified GIST strategy is relatively easy to implement and does not take a great deal of instructional time to teach to at-risk students. This study will be beneficial to both practicing teachers and the research community at large.

IV. RESULTS

In this chapter, the findings from this single subject multiple-baseline multiple-probe design study will be presented in order to determine the effectiveness of the modified GIST strategy and the answers to the following research questions: (1) Does the modified GIST strategy instruction improve the students' ability to summarize expository text, and do the students continue to use the strategy several weeks following the intervention? (2) Does the modified GIST strategy instruction improve the students' overall reading comprehension as measured on standardized and informal reading assessments? (3) Are students able to generalize the use of the modified GIST strategy in other academic settings? Did the students improve in their ability to summarize text in other academic settings? (4) Did the students' motivation to read change following the intervention?

Initially, six participants were involved in this research study; however, the second participant chose to drop out of the study during the intervention phase, so data and results are shown for the five remaining participants. The first participant was instructed in a single tier, the second and third participants were instructed individually in a dyad, and the fourth and fifth participants also received one-on-one instruction in a dyad. The participants were randomly assigned to an intervention tier, and the participants entered the tutoring and intervention phases once the participants in the

previous tiers showed a marked increase in trend between the baseline phase and the tutoring or intervention phases.

During the baseline phase, the participants were asked to read a randomly selected non-fiction article from the *Scholastic Action* magazine and complete the baseline summary sheet. On the baseline summary sheet, the participants were asked to write “who” and “what” the passage was about and write a two to four sentence summary of the article. Each participant completed five to six baseline probes. The data was collected immediately following the session, and all sessions were video-taped in order to allow the independent observers to gauge the level of fidelity of implementation.

During the tutoring phase, the participants were taught by one researcher how to fill out the modified GIST strategy template. The modified GIST strategy template included a combination of several comprehension strategies that can be used before, during and after reading. The first three tutoring lessons involved explicit modeling of the procedures and answers, so data was not collected during these lessons because every participant wrote the same thing. However, during the fourth, fifth and sixth tutoring sessions, the researcher provided an opportunity for the participants to work more independently through guided practice, so data was collected during these lessons. In order to determine if the participants understood the steps involved in the strategy, data was collected on the participants’ ability to write down the varying strategy steps on an open-ended response sheet. The participants were not permitted to move onto the intervention phase until they received a score of 100 percent on the Modified GIST Strategy Assessment. Data was also collected on the participants’ ability to write

summary statements on the Modified GIST Strategy template about the *Scholastic Action* magazine articles. The Modified GIST Summary Rubric was used to score the information that the students wrote on the Modified GIST Strategy templates for lessons four, five, and six. If the participants did not show an abrupt level change between the baseline and tutoring phase, the researcher was prepared to teach additional tutoring lessons; however, none of the participants required additional lessons.

During the intervention phase, the participants were given randomly selected *Scholastic Action* magazine articles and asked to complete the Modified GIST Strategy template individually without assistance from the researcher. Each participant completed five intervention sessions, and the Modified GIST Summary Rubric was used to score the information that the students wrote.

During the generalization phase, the participants were given one page passages from a science text book and asked to write “who” and “what” the passage was about, as well as write a two to four sentence summary statement. The participants completed two generalization sessions during their science class, and the probes were given to the students by their science teachers. The Modified GIST Summary Rubric was used to grade the information that the students wrote on the Generalization Summary Sheets.

During the maintenance phase, the each participant was given a randomly selected *Scholastic Action* magazine article to read two weeks following his/her last intervention session. Each participant was asked to read the article and complete the Modified GIST Strategy template independently. The Modified GIST Summary Rubric was also used to score the information that the participants wrote during this phase.

Pretest and posttest data was also collected on three different measures: the Kaufman Test of Educational Achievement (KTEA II), the Qualitative Reading Inventory (QRI), and the Adolescent Motivation to Read Profile (AMRP). The pre-test measures were completed with each participant during the baseline phase, and the post-test measures were completed with each participant after the intervention sessions were completed.

Summarizing Expository Text

The first research question that was addressed in this study was: Does the modified GIST strategy instruction improve the students' ability to summarize expository text, and do the students continue to use the strategy several weeks following the intervention? Overall, the findings from this study indicate that all five participants who were English language learners with learning disabilities increased in their ability to answer "wh" questions and summarize expository text after reading non-fiction articles from *Scholastic Action* magazines (see Figure 4). During the baseline, the participants began with a mean of 2.26 ($SD = 0.43$) on the baseline summary probes and during the tutoring phase there was an increase in level to a mean of 5.60 ($SD = 0.67$). During the intervention phase the mean for all students increased in level to 6.18 ($SD = 0.40$). During the maintenance phase, the mean for all of the students on the two maintenance probes was 6.56 ($SD = 0.34$). The PND was calculated for all participants and the mean PND for the tutoring, intervention and maintenance phases was 100 percent.

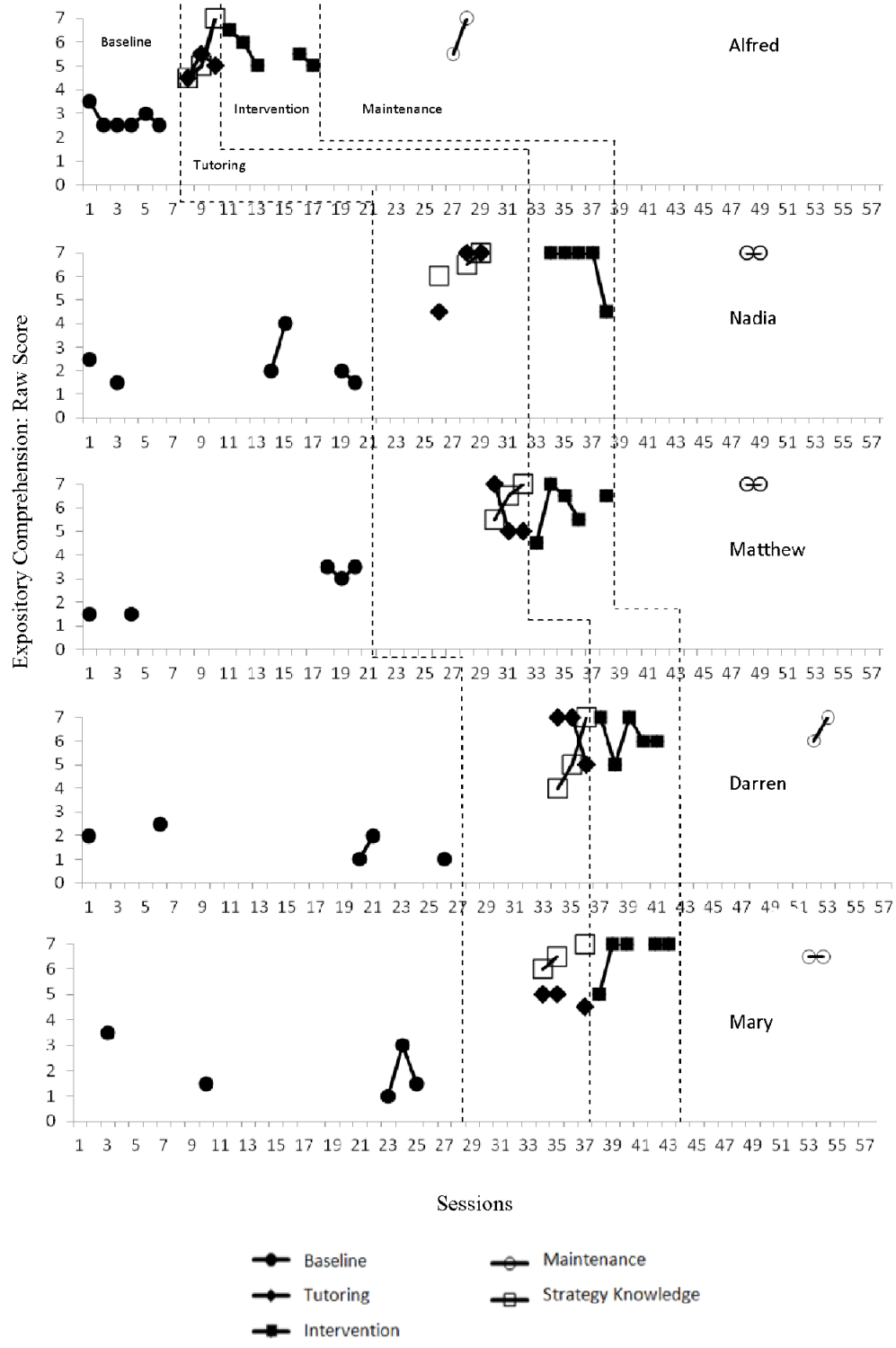


Figure 4. Participant summary scores during baseline, tutoring, intervention, and maintenance.

In an attempt to better understand the results of each participant, the researcher scored the prior knowledge that the participants wrote about each *Scholastic Action* article on the Modified GIST Strategy sheet. The participants' prior knowledge ranged from no knowledge at all to a substantial amount of knowledge of the topics in the *Scholastic Action* articles see Table 3.

Table 3
Participant Prior Knowledge

Participant	T1	T2	T3	I1	I2	I3	I4	I5	M1	M2
Alfred	0	0	1	2	0	1	0	0	1	1
Nadia	2	1	0	1	1	1	1	1	1	1
Matthew	0	1	1	1	1	1	1	1	1	1
Darren	0	1	1	0	0	1	0	0	0	0
Mary	1	1	1	1	1	1	1	1	1	1

Note. 0 = The student knows very little about the topic; 1 = The student has some limited knowledge about the topic; 2 = The student appears to have substantial knowledge about the topic. T = Tutoring phase; I = Intervention phase; M = Maintenance phase.

Alfred

In light of research question one, Alfred's performance on each summarization probe is displayed in Figure 1. During the baseline phase, Alfred's performance on the baseline summarization probes was low with a mean of 2.75 ($SD = 0.42$). In order to

assess whether or not Alfred's baseline was stable, level stability was computed by determining if 80 percent of the data points fell within the range of the stability envelope. The stability envelope was calculated by first determining the median level of all data points in the baseline phase, and then determining the 20 percent range around the median level of data points. This 20 percent range functioned as the stability envelope. In order for the data to be considered stable, 80 percent of the data points in the baseline phase needed to fall within the stability envelope (Gast, 2010, p. 202). Alfred's baseline was stable at a rate of 83 percent. Further, all of Alfred's data points fell within the failing range according to the school grading scale.

The intervention was introduced during the tutoring phase, and an abrupt change was observed between the baseline ($M = 2.75$, $SD = 0.42$) and tutoring phase ($M = 5.00$, $SD = 0.50$). There was an immediate change in Alfred's ability to summarize text and an abrupt change was documented in the absolute level change of 42.86 percent between baseline and tutoring and a relative level change of 42.86 percent between baseline and tutoring. The data points between the baseline and tutoring phase improved in direction in accordance with the research question. The PND was calculated as 100 percent between the baseline and tutoring phase. All of the data points in the tutoring phase were consistently higher than the baseline data points.

Once the intervention phase began, Alfred no longer received explicit modeling and guided instruction from the researcher. However, the data points in the intervention phase continued to improve in direction as related to the research question. The absolute level change between the tutoring and intervention phase was calculated at 21.43 percent

and the relative level change was calculated at 7.14 percent. The data points during the intervention phase ($M = 5.60$, $SD = 0.65$) were comparable to the data points during the tutoring phase ($M = 5.00$, $SD = 0.50$). PND was calculated as 100 percent between the intervention phase and the baseline phase, and all of the data points in the intervention phase ($M = 5.60$, $SD = 0.65$) were higher than the data points with the baseline phase ($M = 2.75$, $SD = 0.42$). Although the data points in the intervention phase had a decelerating trend, all of the data points in the intervention phase were considerably higher than the baseline data points.

Two weeks following the intervention phase, Alfred participated in the maintenance phase. The maintenance phase was treated the same way as the intervention phase and Alfred did not receive any instruction from the researcher. However, the data points from the maintenance phase ($M = 6.25$, $SD = 1.06$) demonstrated that Alfred scored at a similar rate as during the intervention phase ($M = 5.60$, $SD = 0.65$). The overall mean from the data points in the maintenance phase continued to improve in direction as related to the research question. PND was calculated as 100 percent between the maintenance phase and the baseline phase, and all of the data points in the maintenance phase ($M = 6.25$, $SD = 1.06$) were higher than the data points in the baseline phase ($M = 2.75$, $SD = 0.42$). Although there were only two data points in the maintenance phase, the second was higher suggesting an accelerating trend.

Nadia

Nadia's performance on each summarization probe is displayed in Figure 1. During the baseline phase, Nadia's performance on the baseline summarization probes

was low with a mean of 2.25 ($SD = 0.94$). Nadia's baseline probes were not stable because fewer than 80 percent of the data points fell within the stability envelope range; however, all of Nadia's data points fell within the failing range as all of the data points were below 64 percent. All of the data points fell within what was considered to be the failing range; therefore, no additional baseline probes were administered. This decision was made because the researcher predicted that Nadia would continue to score within the failing range and did not consider it good practice to continue to pull Nadia out of class in order to administer additional probes during baseline.

The intervention was introduced during the tutoring phase, and an abrupt change was observed between the baseline ($M = 2.25$, $SD = 0.94$) and tutoring phase ($M = 6.17$, $SD = 1.44$). There was an immediate change in Nadia's ability to summarize text and an abrupt change was documented in the absolute level change of 42.86 percent between baseline and tutoring and a relative level change of 56.57 percent between baseline and tutoring. The data points between the baseline and tutoring phase improved in direction in accordance with the research question. The PND was calculated as 100 percent between the baseline and tutoring phase for Nadia. All of the data points in the tutoring phase were higher than the baseline data points.

Nadia no longer received explicit modeling and guided instruction from the researcher once the intervention phase began. No level change was documented between the tutoring and intervention phases. The absolute level change between the tutoring and intervention phase was calculated at zero percent and the relative level change was calculated at zero percent. The data points during the intervention phase ($M = 6.50$, $SD =$

1.12) were comparable to the data points during the tutoring phase ($M = 6.17$, $SD = 1.44$) when taking into account the standard deviation. PND was calculated as 100 percent between the intervention phase and the baseline phase, and all of the data points in the intervention phase ($M = 6.50$, $SD = 1.12$) were considerably higher than the data points with the baseline phase ($M = 2.25$, $SD = 0.94$). Although the data points in the intervention phase had a decelerating trend, all of the data points in the intervention phase were higher than the baseline data points.

Nadia participated in the maintenance phase two weeks after the final intervention probe. The maintenance phase was delivered the same way as the intervention phase and Nadia did not receive any instruction from the researcher. However, the data points from the maintenance phase ($M = 7.00$, $SD = 0$) demonstrated that Nadia's overall scores were higher than the scores during the intervention phase ($M = 6.50$, $SD = 1.12$). The overall mean from the data points in the maintenance phase continued to improve in direction as related to the research question. PND was calculated as 100 percent between the maintenance phase and the baseline phase, and all of the data points in the maintenance phase ($M = 7.00$, $SD = 0$) were higher than the data points in the baseline phase ($M = 2.25$, $SD = 0.94$). Both scores during the maintenance phase were 100 percent which was the highest possible score, so the trend line was zero celerating.

Matthew

Matthew's performance on each summarization probe is displayed in Figure 1. During the baseline phase, Matthew's performance on the baseline summarization probes was low with a mean of 2.60 ($SD = 1.02$). Matthew's baseline probes were not stable;

however, all of Matthew's data points fell considerably below the failing level of 64 percent, so no additional baseline probes were administered prior to entering the tutoring phase.

The intervention was introduced during the tutoring phase, and an abrupt change was observed between the baseline ($M = 2.60$, $SD = 1.02$) and tutoring phase ($M = 5.67$, $SD = 1.15$). There was an immediate change in Matthew's ability to summarize text and an abrupt change was documented in the absolute level change of 50.00 percent between baseline and tutoring and a relative level change of 39.29 percent between baseline and tutoring. The data points between the baseline and tutoring phase improved in direction in line with the research question. The PND for Matthew's performance was calculated as 100 percent between the baseline and tutoring phase. All of the data points in the tutoring phase were higher than the baseline data points.

During the intervention phase, Matthew no longer received explicit modeling and guided instruction from the researcher. However, the data points in the intervention phase continued to improve in direction as related to the research question. The absolute level change between the tutoring and intervention phase was calculated at 7.14 percent and the relative level change was calculated at 11.71 percent. The data points during the intervention phase ($M = 6.00$, $SD = 1.00$) were comparable to the data points during the tutoring phase ($M = 5.67$, $SD = 1.15$). PND was calculated as 100 percent between the intervention phase and the baseline phase, and all of the data points in the intervention phase ($M = 6.00$, $SD = 1.00$) were higher than the data points in the baseline phase ($M =$

2.60, $SD = 1.02$). The data points during the intervention phase had an accelerating trend.

Two weeks after the final intervention probe was administered, Matthew participated in the maintenance phase. The maintenance phase was delivered the same way as the intervention phase and Matthew did not receive any instruction from the researcher. However, the data points from the maintenance phase ($M = 7.00$, $SD = 0$) demonstrated that Matthew's overall scores were higher than the scores during the intervention phase ($M = 85.60$, $SD = 14.50$). The data points during the maintenance phase continued to improve in direction. PND was calculated as 100 percent between the maintenance phase and the baseline phase, and all of the data points in the maintenance phase ($M = 100.00$, $SD = 0$) were substantially higher than the data points in the baseline phase ($M = 2.60$, $SD = 1.02$). The trend during the maintenance phase was zero accelerating because both of the data points were 100 percent which was the highest possible score.

Darren

Darren's performance on each summarization probe is displayed in Figure 1. During the baseline phase, Darren's performance on the summarization probes was low with a mean of 1.70 ($SD = 0.67$). Darren's baseline probes were not stable; however, all of Darren's data points fell substantially below the failing level of 64 percent as none of the data points were above 36 percent. Additional baseline probes were not administered prior to entering the tutoring phase due to the fact that the highest baseline probe was only 36 percent which is far from the failing cut-off of 64 percent.

During the tutoring phase, the intervention was introduced and an abrupt change was documented between the baseline ($M = 1.70, SD = 0.67$) and tutoring phase ($M = 6.33, SD = 1.15$). There was an immediate change in Darren's ability to summarize which was documented in the absolute level change of 85.71 percent between baseline and tutoring and a relative level change of 78.57 percent between baseline and tutoring. The research question being discussed is answered in part by the improving direction of the data points between the baseline and tutoring phase. The PND for Darren's performance was calculated as 100 percent between the baseline and tutoring phase. All of the data points in the tutoring phase were higher than the baseline data points as the highest data point during the baseline phase was 35.71 and the lowest data point during the tutoring phase was 71.43.

Darren no longer received explicit modeling and guided instruction from the researcher once the intervention phase began. The absolute level change between the tutoring and intervention phase was calculated at 28.57 percent, but there was no documented relative level change. The data points during the intervention phase ($M = 6.20, SD = 0.84$) were relatively the same as the points during the tutoring phase ($M = 6.33, SD = 1.15$). PND was calculated as 100 percent between the intervention phase and the baseline phase, and all of the data points in the intervention phase ($M = 6.20, SD = 0.84$) were higher than the data points with the baseline phase ($M = 1.70, SD = 0.67$). The data points during the intervention phase had a zero celerating trend.

Darren began the maintenance phase two weeks after the final intervention probe was administered. Darren did not receive any instruction during the maintenance phase,

and the maintenance probes were delivered in the same method as the intervention probes. The data points from the maintenance phase ($M = 6.50$, $SD = 0.71$) demonstrated that Darren's overall scores were similar to the scores obtained during the intervention phase ($M = 6.20$, $SD = 0.84$). PND was calculated as 100 percent between the maintenance phase and the baseline phase, and all of the data points in the maintenance phase ($M = 6.50$, $SD = 0.71$) were higher than the data points in the baseline phase ($M = 1.70$, $SD = 0.67$). The trend during the maintenance phase was accelerating, but it is important to note that there were only two data points.

Mary

Mary's performance on each summarization probe is displayed in Figure 1. Mary's performance on the baseline summarization probes was low with a mean of 2.00 ($SD = 1.00$). A documented stable baseline was not found; however, all of Mary's data points fell below the failing level of 64 percent as none of the data points were above 50 percent. Additional baseline probes were not administered prior to entering the tutoring phase due to the fact that all of the probes fell below the failing cut-off of 64 percent. The researchers did not anticipate that further baseline probes would result in scores above the failing range because none of the baseline probes were close to 64 percent.

An abrupt change was observed when the intervention was introduced during the tutoring phase, and the baseline mean 2.00 ($SD = 1.00$) was much lower than the mean documented during the tutoring phase ($M = 4.83$, $SD = 0.29$). There was an abrupt change in Mary's ability to summarize which was documented in the absolute level change of 50.00 percent between baseline and tutoring and a relative level change of

42.86 percent between baseline and tutoring. The improving direction of the data points between the baseline and tutoring phase partly answers the research question. The PND for Mary's performance was calculated as 100 percent between the baseline and tutoring phase. All of the data points in the tutoring phase were substantially higher than the baseline data points.

During the intervention phase, the researcher withheld all modeling and guided instruction. The absolute level change between the tutoring and intervention phase was calculated at 7.14 percent, and the relative level change was documented at 42.86 percent. The data points during the intervention phase ($M = 6.60, SD = 0.89$) were higher than the data during the tutoring phase ($M = 4.83, SD = 0.29$). PND was calculated as 100 percent between the intervention phase and the baseline phase, and all of the data points in the intervention phase ($M = 6.60, SD = 0.89$) were higher than the data points with the baseline phase ($M = 2.00, SD = 1.00$). The data points during the intervention points had an accelerating trend.

Two weeks following the final intervention probe, Mary began the maintenance phase. As with the intervention phase, the researcher did not provide any modeling or instruction during the maintenance phase. The data points from the maintenance phase ($M = 6.50, SD = 0.00$) demonstrated that Mary's overall scores were comparable to the scores obtained during the intervention phase ($M = 6.60, SD = 0.89$). PND was calculated as 100 percent between the maintenance phase and the baseline phase, and all of the data points in the maintenance phase ($M = 6.50, SD = 0.00$) were higher than the

data points in the baseline phase ($M = 2.00$, $SD = 1.00$). The trend during the maintenance phase was zero celerating as both of the data points were the same score

Results on Standardized and Informal Reading Assessments

The second research question that was addressed in this study is: Does the modified GIST strategy instruction improve the students' overall reading comprehension as measured on standardized and informal reading assessments? Overall, the findings from this study indicate that all five participants had scores that remained relatively the same or improved on both standardized and informal reading assessments. During the baseline phase, the participants were administered the Form A of the Kaufman Test of Educational Achievement reading subtests (i.e. Letter and Word Recognition and Reading Comprehension) and the participants were administered Form B of the KTEA reading subtests following the last intervention probe.

Overall, the findings from the KTEA results indicate that the standard scores on the letter and word recognition subtest remained relatively the same between the pretest results on Form A ($M = 87.00$, $SD = 8.51$) and the post test results on Form B ($M = 89.2$, $SD = 11.34$) when taking into account the error of measurement (see Tables 4 and 5). On the reading comprehension subtest, the overall standard scores indicate an increase from the pretest scores on Form A ($M = 76.4$, $SD = 11.15$) to the posttest scores on Form B ($M = 90.4$, $SD = 8.41$). However, the error of measurement between the two scores overlap as the pretest error of measurement is 65.25 to 87.55 and the posttest error of measurement is 81.99 to 98.81.

In order to further investigate the results on the KTEA-II subtests, a Wilcoxon signed-ranks test was used to test the significance of changes from pre-test to post-test on the KTEA-II. The Wilcoxon signed-rank test is a nonparametric test that compares the difference in scores between the pretest and posttest results for each participant, and this test is similar to a *t*-test but is used with small sample sizes such as the sample size in this study ($n = 5$). The results of this analysis indicated that there was a statistically significant increase between the pretest and posttest scores on the *Letter and Word Recognition* subtest of the *KTEA-II*, $p < .043$. The results also indicate that there was a statistically significant increase between the pretest and posttest scores on the *Reading Comprehension* subtest of the *KTEA-II*, $p < .043$.

The overall findings from the Qualitative Reading Inventory, the assessment used as the informal reading assessment, indicate that some of the students improved in their ability to comprehend expository text and decode words on the decoding wordlists. Four of the five participants improved in their ability to comprehend expository text at the independent reading level, and one of the five participants improved in her ability to decode words on the decoding wordlists. The Qualitative Reading Inventory enables educators to find the independent, instructional and frustration reading level on narrative and expository passages as well as on decoding word lists. For the purposes of this research, the independent reading levels of expository text and decoding wordlists are reported for each participant in Table 6.

Table 4

Standard Scores for the KTEA-II Letter and Word Recognition Subtest

Participant	Letter and Word Recognition Subtest				
	Pretest	85% CI	Posttest	85% CI	Difference
Alfred	85	80-90	87	82-92	+2
Nadia	88	83-93	100	95-105	+12
Matthew	74	69-79	78	73-83	+4
Darren	97	93-101	102	98-106	+5
Mary	91	87-95	102	94-110	+11

Table 5

Standard Scores for the KTEA-II Reading Comprehension Subtest

Participant	Reading Comprehension Subtest				
	Pretest	85% CI	Posttest	85% CI	Difference
Alfred	64	57-71	84	75-93	+20
Nadia	78	71-85	88	79-97	+10
Matthew	71	64-78	82	73-91	+11
Darren	75	69-81	96	88-104	+21
Mary	94	88-100	102	94-110	+8

Table 6

Pretest, Posttest and Difference Grade Level Scores for the QRI

Participant	Expository Passage Comprehension			Decoding Wordlists		
	Pretest	Posttest	Difference	Pretest	Posttest	Difference
Alfred	5	6	+1	UMS	UMS	+0
Nadia	5	6	+1	UMS	UMS	+0
Matthew	4	5	+1	5	5	+0
Darren	6	6	+0	UMS	UMS	+0
Mary	2	5	+3	4	6	+2

Note. UMS = Upper Middle School

Alfred

Alfred's performance on standardized and informal reading assessments improved between the pretest and posttest assessments (Tables 4 and 5). On the Letter and Word Recognition subtest on the KTEA-II assessment, Alfred had a pretest standard score of 85 and a posttest standard score of 87. The difference in standard scores was 2 points, but this has little significance due to the error of measurement. On the Reading Comprehension subtest on the KTEA-II assessment, Alfred had a pretest standard score of 64 and a posttest standard score of 84. The difference between the standard scores was 20 points and this has some significance because the confidence intervals for the two scores do not overlap.

On the Qualitative Reading Inventory, Alfred scored at the fifth grade level for expository comprehension and at the upper middle school level on the decoding word

lists. On the posttest, Alfred scored at the sixth grade level for expository comprehension and at the upper middle school level on the decoding wordlists. His overall score on expository comprehension increased by one grade level, but his decoding ability appeared to remain stable on the pretest and posttest measures.

Nadia

In an effort to answer the second research question, Nadia's results on standardized and informal reading assessments were analyzed (Tables 4 and 5). On the Letter and Word Recognition subtest on the KTEA-II assessment, Nadia had a pretest standard score of 88 and a posttest standard score of 100, and the 85 percent confidence interval ranged from 95 to 105. On the Reading Comprehension subtest on the KTEA-II assessment, Nadia had a pretest standard score of 78 and a posttest standard score of 88, and the 85 percent confidence interval ranged from 79 to 97 percent.

On the Qualitative Reading Inventory, Nadia scored at the fifth grade level for expository comprehension and at the upper middle school level on the decoding word lists. On the posttest, Nadia scored at the sixth grade level for expository comprehension and at the upper middle school level on the decoding wordlists. Her overall score on expository comprehension increased by one grade level, but her decoding ability remained stable on the pretest and posttest measures.

Matthew

Matthew's performance on standardized and informal reading assessments improved between the pretest and posttest assessments (Tables 4 and 5). Matthew had a pretest standard score of 74 on the Letter and Word Recognition subtest of the KTEA-II

and a posttest standard score of 78. The difference in standard scores was 4 points, but there was a non-meaningful difference due to the error of measurement. On the Reading Comprehension subtest on the KTEA-II assessment, Matthew had a pretest standard score of 71 and a posttest standard score of 82. The confidence intervals for the two scores overlapped so the scores were not meaningfully different.

On the Qualitative Reading Inventory pretests, Matthew scored at the fourth grade level for expository comprehension and at the fifth grade level on the decoding word lists. On the posttest, Matthew scored at the fifth grade level for expository comprehension and at the fifth grade level on the decoding wordlists. His overall score on expository comprehension increased by one grade level, but his decoding ability remained stable on the pretest and posttest measures.

Darren

Darren's performance on standardized and informal reading assessments improved between the pretest and posttest standardized assessment but remained the same on the pretest and posttest informal reading assessment (Tables 4 and 5). On the Letter and Word Recognition subtest on the KTEA-II assessment, Darren had a pretest standard score of 97 and a posttest standard score of 102. The difference in standard scores was 5 points, but this has little significance due to the error of measurement. On the Reading Comprehension subtest on the KTEA-II assessment, Darren had a pretest standard score of 75 and a posttest standard score of 96. The difference between the standard scores was 21 points and this has some significance because the confidence intervals for the two scores do not overlap.

On the Qualitative Reading Inventory, Darren's performance remained the same on pretest and posttest measures. On the pretest, Darren scored at the 6th grade level for expository comprehension and at the upper middle school level on the decoding word lists. On the posttest, Darren scored at the sixth grade level for expository comprehension and at the upper middle school level on the decoding wordlists. His overall score remained stable on both subtests.

Mary

Regarding the second research question, Mary's performance on standardized and informal reading assessments increased between the pretest and posttest assessments (Tables 4 and 5). On the Letter and Word Recognition subtest of the KTEA-II assessment, Mary had a pretest standard score of 91 and a posttest standard score of 102. The difference in standard scores was 12 points; however, this difference is questionable because the confidence intervals overlap by one point. On the Reading Comprehension subtest on the KTEA-II assessment, Mary had a pretest standard score of 94 and a posttest standard score of 102. The difference between the standard scores was 8 points, but the significance is questionable because the confidence intervals for the two scores overlap.

On the Qualitative Reading Inventory, Mary scored at the 2nd grade level for expository comprehension and at the fourth grade level on the decoding word lists. On the posttest, Mary scored at the fifth grade level for expository comprehension and at the sixth grade level on the decoding wordlists. Her overall score on expository

comprehension increased by three grade levels, and her score on the decoding wordlists increased by two grade levels between the pretest and posttest assessments.

Results of Generalization

The third research question that was addressed in this study was, “are students able to generalize the use of the modified GIST strategy in other academic settings? Did the students improve in their ability to summarize text in other academic settings?” Each participant completed two generalization probes after reading expository science text. Four of the five participants were administered the generalization probes by their science teacher in their prospective science class (e.g. biology, chemistry, geosystems). The science teachers gave the probes to the participants, provided the directions, and did not provide any instruction during the probes. One of the science teachers did not administer the probes to a participant, so the researcher administered the probe in the reading resource room in the same manner as the other science teachers. Overall, the results from the generalization probes ($M = 4.50$, $SD = 1.08$) were lower than the results during the tutoring ($M = 5.60$, $SD = 0.67$), intervention ($M = 6.18$ $SD = 0.40$), and maintenance probes ($M = 6.65$, $SD = 0.34$) (see Figure 5).

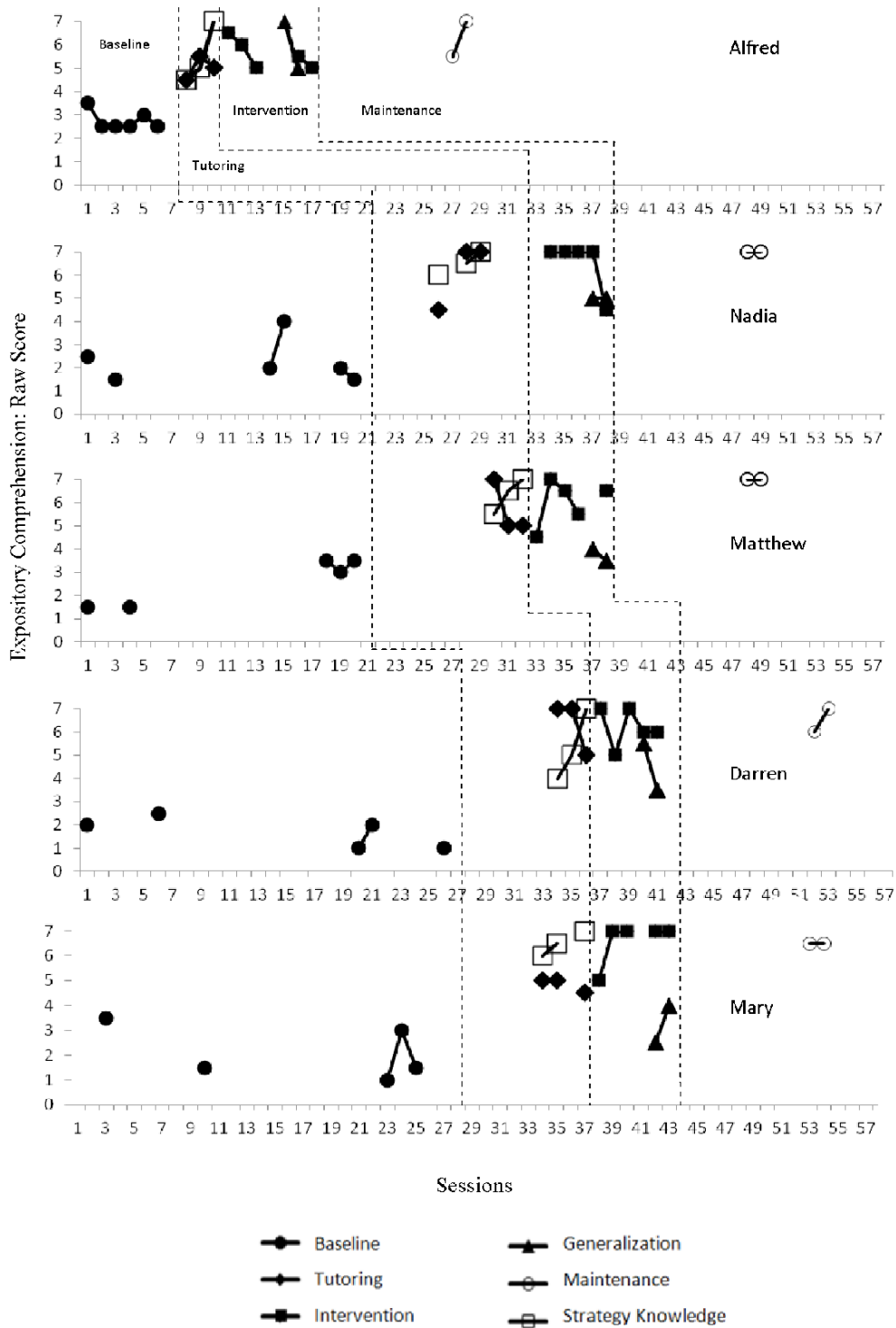


Figure 5. Summarization of expository text during baseline, tutoring, intervention, maintenance and generalization.

Alfred

In response to the third research question, Alfred participated in two generalization probes following the tutoring phase (see Figure 5). The generalization probes were designed for Alfred's science teacher to administer; however, Alfred completed the probes with the researcher because his science teacher did not administer the probes even after reminders. The probes were administered in the same way as was done by the other science teachers. Alfred's performance on the generalization probes was pretty consistent with his performance during the tutoring, intervention and maintenance probes. Alfred's overall score on the generalization probes ($M = 6.00$, $SD = 1.41$), was considerably higher than his overall score during the baseline phase ($M = 2.75$, $SD = 0.42$). However, only two generalization probes were administered and the results were variable as the score on the first probe was 5.5 and the score on the second probe was seven. The researcher withheld all modeling and guided instruction. PND was calculated between the generalization probes and the baseline probes as 100 percent. Further, the PND between the baseline phase and subsequent phases was also 100 percent. Visual analysis of the data points indicates that there was an accelerating trend during the generalization probes, but it is important to note that there were only two probes in this phase. Visual analysis also confirms that the scores obtained during generalization phase are higher than the baseline data points and comparable to the data points calculated during the tutoring, intervention and maintenance phases.

Nadia

In accordance with the third research question, Nadia also participated in two generalization probes (see Figure 5). She completed the generalization probes in her geosystems course which is taught by an instructor who teaches both biology and geosystems. She completed the probes on two different dates, and her teacher gave her the directions for completing the probes. She did not receive any instruction while completing the probes. Nadia's performance on the generalization probes was lower than her performance during the tutoring, intervention and maintenance probes. However, Nadia's overall score on the generalization probes ($M = 5.00$, $SD = 0.00$), was considerably higher than her overall score during the baseline phase ($M = 2.25$, $SD = 0.94$). Only two generalization probes were administered and the results were the same for each score (5.00). PND was calculated as 100 percent between the generalization probes ($M = 5.00$, $SD = 0.00$) and the baseline probes ($M = 2.25$, $SD = 0.94$). Further, the PND between the baseline phase and subsequent phases was also 100 percent. Visual analysis of the data points indicates that the trend during the generalization probes was zero celerating as both of the scores were the same. Visual analysis also confirms that the scores obtained during generalization are higher than the baseline data points and slightly lower than the tutoring, intervention and maintenance data points. The overall trend between the tutoring and generalization phase deteriorated.

Matthew

In response to the third research question, Matthew completed two generalization probes in his biology class (see Figure 5). His teacher gave him the directions for

completing the probes, and he worked independently to summarize text from the biology text book. He did not receive any instruction while completing the probes. Matthew's performance on the generalization probes was considerably lower than his performance during the tutoring, intervention and maintenance probes. Matthew's overall score on the generalization probes ($M = 3.75$, $SD = 0.35$), appears to be higher than his overall score during the baseline phase ($M = 2.60$, $SD = 1.02$). However, only two generalization probes were administered and the results varied slightly as Matthew scored 4.00 on the first probe and 3.50 on the second probe. PND was calculated as 50 percent between the generalization probes ($M = 3.75$, $SD = 0.35$) and the baseline probes ($M = 2.60$, $SD = 1.02$). Further, the PND between the baseline phase and subsequent phases was 92 percent. Visual analysis of the data points indicates that there was a slight decelerating trend during the generalization phase, and the overall trend between the tutoring and generalization phase was deteriorating. Visual analysis also confirms that one of the scores obtained during generalization was higher than the baseline data points, but the second generalization data point was equal to the highest data point obtained during baseline.

Darren

Darren completed two generalization probes following the tutoring phase and this addressed the third research question. He completed the probes during his biology class, and his teacher gave him the directions for completing the probes (see Figure 5). He did not receive any instruction while completing the probes. Darren's performance on the generalization probes was considerably lower than his performance during the tutoring,

intervention and maintenance probes. His overall score on the generalization probes ($M = 4.50$, $SD = 1.41$), is higher than his overall score during the baseline phase ($M = 1.70$, $SD = 0.67$). However, only two generalization probes were administered and the results were variable as he scored 5.50 on the first probe and 3.50 on the second probe. PND was calculated as 100 percent between the generalization probes and the baseline probes. Further, the PND between the baseline phase and subsequent phases was also 100 percent. Visual analysis confirms that the scores obtained during generalization were higher than the baseline data points. Visual analysis also indicated that there was a decelerating trend during the generalization phase as the second data point dropped 29 percent. The overall trend between the tutoring and generalization phases deteriorated.

Mary

In response to the third research question, Mary completed two generalization probes following the tutoring phase (see Figure 5). She completed the probes during her biology class, and her teacher gave the directions for completing the probes. She did not receive any instruction while completing the probes. Mary's performance on the generalization probes was considerably lower than her performance during the tutoring, intervention and maintenance probes. Her overall score on the generalization probes ($M = 3.25$, $SD = 1.06$), is higher than her overall score during the baseline phase ($M = 2.00$, $SD = 1.00$), but only two generalization probes were administered and the results were variable as she scored 2.50 on the first probe and 4.00 on the second probe. PND was calculated as 50 percent between the generalization probes and the baseline probes. Further, the PND between the baseline phase and subsequent phases was 92 percent.

Visual analysis confirms that one the first score obtained during generalization was lower than the highest baseline score, and the second score was slightly higher than the highest baseline score. Visual analysis indicates that there was an accelerating trend during the generalization phase as the second data point was higher than the first, but there were only two points in the generalization data set. The overall trend between the tutoring and generalization phases deteriorated.

Results of Motivation to Read

The fourth research question addressed the participants feelings toward reading through the Adolescent Motivation to Read Profile (AMRP) (Pitcher et al., 2007). The fourth research question was: Did the students' motivation to read change following the intervention? In order to address this research question, the participants completed the AMRP during the baseline phase and a second time following the last intervention probe. The participants completed both parts of the AMRP: the survey and qualitative interview. The AMRP survey is divided up in two categories which are the students' self-concept as a reader and the students' overall value of reading. The overall results were variable as some of the participants post-test scores increased while other scores remained stable on the survey (see Table 7). The results between the pre-test and post-test scores on the AMRP survey were variable as three of the participants' post-test scores increased and two of the participants' post-test scores decreased.

Table 7

Pretest, Posttest and Difference Percentage Scores for the AMRP

Participant	Self-Concept			Value of Reading			Full Test		
	Pretest	Posttest	Difference	Pretest	Posttest	Difference	Pretest	Posttest	Difference
Alfred	55.00	55.00	+0.00	47.50	40.00	-7.50	51.25	47.50	-3.75
Nadia	65.00	70.00	+5.00	70.00	80.00	+10.00	67.50	75.00	+7.50
Matthew	70.00	75.00	+5.00	57.50	70.00	+12.50	63.75	72.50	+8.75
Darren	85.00	72.50	-12.50	77.50	60.00	-17.50	81.25	66.25	-15.00
Mary	65.00	77.50	+12.50	65.00	67.50	+2.50	65.00	72.50	+7.50

Alfred

In response to the fourth research question, Alfred completed the AMRP during the baseline and generalization phases of the study (see Table 7). Alfred's scores on the self-concept section of the survey remained the same as he scored 55 percent on both the pretest and posttest. On the value of reading section of the survey, his results decreased from 47.50 percent to 40 percent with a difference of 7.50 percent. His overall results on the survey also decreased from 51.25 percent to 47.5 percent with a difference of 3.75 percent.

In the conversational interview during the pretest, Alfred was able to answer 10 questions. He noted that the favorite book he ever read was *Monster* (Myers, 1999) and he enjoyed reading this book because he thought it was interesting. He was required to read the book for his English class, and he enjoyed the experience. He doesn't like to read books very often, but when he does read he enjoys reading about history because he is interested in learning about what happened in the past. He mentioned that it is easiest to read in his history class because that is his favorite class, and he finds it hardest to read in his science class because the word problems are difficult and there are big words. Although he does not read very much on his own, he commented that he does read some things on the internet when he uses his phone, and he usually reads articles that pop up and look interesting.

Alfred also completed the conversational interview during the posttest, and he was only able to answer five questions during the posttest session which was considerably less than the pretest. During the posttest session, he said that he could not

think of an interesting book that he enjoyed reading, and said “I am not a reader.” In response to one question, he commented that nothing really gets him excited about reading, but later in the interview he mentioned that teachers sometimes help him get excited about reading. One answer that remained the same between the pretest and posttest interview was that he likes to read the most in history class because he is interested in learning about the past and it is his favorite subject. He mentioned that he finds it most difficult to read during science and math class because the words are large and hard to understand.

Nadia

In response to the fourth research question, Nadia completed the AMRP during the baseline and generalization phases of the study (see Table 7). Nadia’s scores on the self-concept section of the survey increased from 65 percent on the pretest to 70 percent on the posttest with a difference of five percent. Her scores on the value of reading also increased from 70 percent on the pretest to 80 percent on the posttest. Her overall score increased from 67.5 percent on the pretest to 75.5 percent on the posttest for an overall difference of 7.5 percent.

In the conversational interview during the pretest, Nadia answered 16 questions about reading. She said that she was interested in a book she was reading for English class, *Kabul Beauty School*, because she felt like it was interesting because she was also interested in learning to do hair and makeup. She said that she likes to read articles on the internet about celebrities because she likes to know what is happening in pop culture. In order to be a better reader, she said that she thinks she needs to learn to visualize what

she reads more. She said that English class was both the easiest and hardest class to read in. In her opinion, English class was easier to read in because she was given more time to read, but it was also harder for her because she struggles to understand the meaning of words. She is motivated to read books by her reading teacher, and she enjoys reading the current events articles in her reading class.

During the posttest interview, Nadia answered 21 questions which was considerably more than she was able to answer during the pretest. She said that the most interesting book she read recently was *The Watson's go to Birmingham*, which she read during seventh grade five years earlier. She said that her teacher got her interested in reading the book and she liked it because it was historical fiction. Currently, she is interested in reading a book called *The Pact*, because she saw the book on the reading resource room when she was working with the researcher during the study. As in the pretest, she mentioned that she likes to read articles about current events in her reading class because she finds the articles interesting. She said that she finds it easiest to read in her reading class because she is able to learn about interesting stories, and she finds it most difficult to read in English class because the text is not at her level. During the interview, she expressed her desire to learn to read better and she said that she thinks she needs to work on her reading comprehension in order to be a better reader.

Matthew

In response to the fourth research question, Matthew also completed the AMRP during the baseline and generalization phases of the study (see Table 7). Matthew's scores on the self-concept section of the survey increased from 70 percent on the pretest

to 75 percent on the posttest with a difference of five percent. His scores on the value of reading also increased from 57.5 percent on the pretest to 70 percent on the posttest with a difference of 12.5 percent. His overall score increased from 63.75 percent on the pretest to 72.5 percent on the posttest for an overall difference of 8.75 percent.

During the pretest conversational interview, Matthew answered 19 questions about reading. When asked what his favorite book was, he said that he recently read a book about Hitler in his reading class, but he could not remember the title. He enjoyed reading this book because it was similar to his World War Two video games. He mentioned that he wants to learn more about World War Two because one of his family members was part of the war. He also mentioned that he likes to read automobile articles on his phone because he wants to learn more about cars so that he can talk to people about what he knows. Additionally, he said that he likes to read about products related to his family's business so that he can learn how to run the business after he graduates.

When asked what he thinks he needs to learn to be a better reader, he said that he thinks he should try to read every day and improve his vocabulary. He commented that he likes to read the most in his reading class because he gets more help in that class and it is a quiet reading environment. Conversely, he finds reading the most difficult in his English and history classes because the other students talk a lot and he has difficulty understanding the meaning of the words.

During the posttest interview, Matthew answered 18 questions which is comparable to the number of questions he answered during the pretest interview. When asked what the most interesting book he read recently was, he said that he read a book

about a guy who became paralyzed while playing football. He found the book on the shelf in his remediation period and enjoyed reading the book because he likes to play football and was interested to learn how the person got injured. He said that he was also reading a book about Magic Johnson, and he liked reading books about famous sports players. In addition to reading books, Matthew also said that he liked to read articles on his phone about interesting topics. When asked about a book that he wants to read in the future, he said that he wants to read *The Juvie Three* because he saw it in the reading resource room and heard and thought it sounded interesting because it was about kids in jail. Matthew said that he gets most excited about reading when he finds a good book that he likes.

In response to the question, “What do you think you have to learn to be a better reader?” Matthew said that he thinks he needs to use the gist strategy because it started helping him already. Similar to the pretest interview, Matthew said that he likes to read the most in his reading class because it is quiet and he can concentrate, but he finds it most difficult to read in his history class because the vocabulary words are hard to read and pronounce.

Darren

In response to the fourth research question, Darren completed the AMRP during the baseline and generalization phases of the study (see Table 7). Darren’s scores on the self-concept section of the survey decreased from 85 percent on the pretest to 72.5 percent on the posttest with a difference of 12.5 percent. His scores on the value of reading also decreased from 77.5 percent on the pretest to 60 percent on the posttest with

a difference of 17.5 percent. His overall score decreased from 81.25 percent on the pretest to 66.25 percent on the posttest for an overall difference of 15 percent.

During the pretest conversational interview, Darren answered 7 questions about reading. He said that *The Diary of the Wimpy Kid* was the most interesting book he read recently because it was really funny. He learned about the book through a friend at school. When asked about other things that he likes to read, he could not come up with anything. He does not like to read on the internet either. He mentioned that he likes to read the most in his English and reading classes because he finds it easier to read in those classes and people do not make fun of him. However, he also said that he sometimes finds it most difficult to read in his reading class because he has to read a lot. When asked what he thinks he needs to learn to be a better reader, Darren said that he thinks he just needs to read more often.

During the posttest conversational interview, many of Darren's answers were the same answers that he gave during the pretest. He once again said that *The Diary of the Wimpy Kid* was the best book he read recently because it was really funny. He said that a book he is interested in reading is *The Boy in the Striped Pajamas* because he heard good things about the book and the movie from his parents. He said that he enjoys reading the most in his English class because the other students do not judge him, and he finds it most difficult to read in his reading class because the stories do not make sense the way they are taught. In response to the question, "What do you think you need to do to be a better reader?" Darren said that he needs to practice reading out loud and learning the words.

Mary

In response to the fourth research question, Mary completed the AMRP during the baseline and generalization phases of the study (see Table 7). Mary's scores on the self-concept section of the survey increased from 65 percent on the pretest to 77.5 percent on the posttest with a difference of 12.5 percent. Her scores in the value of reading also increased from 65 percent on the pretest to 67.5 percent on the posttest with a difference of 2.5 percent. Her overall score increased from 65 percent on the pretest to 72.50 percent on the posttest for an overall difference of 7.5 percent.

During the pretest conversational interview, Mary answered 8 questions about reading. She could not recall any books that read found interesting, but he did mention that she read an article about a man who lost his arms while fighting cancer. She enjoyed reading this article because she learned how someone fought for their life but did not act like anything changed even when he lost his arms. When she does read books, she gets excited or interested in a story when she likes the main characters and when her teachers show movies about the books in class. She said that she reads twitter tweets and manga books online about one to two hours a day.

When asked the question, "What do you think you need to learn to be a better reader?" Mary said that she thinks she needs to learn how to pronounce more words and read more chapter books. She mentioned that she enjoys reading the most during her remediation period because she does not get distracted, but she finds it most difficult to read during Spanish class because she does not understand the vocabulary.

During the posttest conversational interview, Mary was able to answer 15 questions which was considerably more questions than she answered during the pretest. When asked about the most interesting book she read recently, Mary said that she got a book at the public library about a high school age girl who got pregnant and had a baby. She was unable to remember the title of the book, but found it very interesting. She also commented that she was reading a book that she got from the school book fair at the same time. She is interested in reading the Hunger Games series because she saw the movie previews and wants to read the books before she watches the movies. She says that she sometimes gets really into books when she hears about interesting books from her sisters and parents. Similar to the answer during the pretest interview, she mentioned that she spends about an hour a day online researching information for homework, reading articles and manga books.

When asked what she thinks she needs to learn to be a better reader, Mary once again said that she needs to learn to pronounce harder words and read more chapter books. Similar to her pretest answer, she also said that she enjoys reading the most in her remediation class because she has more time to read and no one bothers her. She said that she finds it most difficult to read during English class because she has a hard time understanding the words in the articles.

Overall, the results from the AMRP (Pitcher et al., 2007) were variable as three of the participants' scores increased and two of the participants' scores decreased on the AMRP checklist. The participant responses during the AMRP interview also varied considerably. The AMRP (Pitcher et al., 2007) does not include an interpretation guide,

so the difference in pretest and posttest scores is the only difference that can be observed.

Additionally, it is difficult to note whether a gain score is considered substantial or not.

V. DISCUSSION

Due to the rise in the English learner population in the United States, educators have an increasing demand for research-based interventions that can be used to instruct secondary level ELLs with disabilities in reading comprehension. Older students with reading deficits may be able to catch up to their peers when provided frequent intensive interventions that target their area of need in reading (Denton, Wexler, Vaughn, & Bryan, 2008). Research also indicates that it is necessary for older students with reading deficits to experience some immediate successes in order to promote self-efficacy and the desire to continue to improve their reading. Individualized instruction can be used to help older students succeed in reading (Manset-Williamson & Nelson, 2005). This chapter is a discussion of the major findings and implications that developed during this research study for both researchers and practitioners.

Conclusions and Implications

The participants' summaries about expository text were studied in order to determine the effectiveness of the Modified GIST strategy on the students' ability to summarize text. Visual analysis and statistical calculations yielded sufficient data to answer the four main research questions, and allow for the following conclusions:

1. All participants demonstrated mastery of the modified GIST strategy steps following six tutoring sessions.

2. All participants improved in their ability to summarize expository text immediately after instruction in the modified GIST strategy during the tutoring phase.
3. All participants maintained their ability to summarize expository text at least two weeks following the intervention phase and three weeks following the instruction during the tutoring phase.
4. Nonparametric tests indicated that the gains for the entire group of participants were significantly higher on the KTEA-II reading subtests.
5. Three of the five participants demonstrated substantial gains on the KTEA reading subtests after instruction in the modified GIST Strategy.
6. The majority of the participants demonstrated improved comprehension scores on the QRI Expository Passages following instruction in the modified GIST strategy.
7. According to visual analysis, the results of the generalization probes were variable as only three out of the five participants scored above the baseline probes. Additionally, four out of the five participants' scores deteriorated during generalization.
8. Three out of the five participants had improved scores in their motivation to read following participation in the research study.

Mastery of the Strategy Steps

Results from visual analysis revealed that the English language learners with disabilities were able to master the steps in the modified GIST strategy after six tutoring sessions with the researcher. The students benefited from individualized instruction

during the tutoring sessions that explicitly taught the participants how to use the strategy. The benefits were documented by each of the participants' ability to master use of the strategy by scoring 100 percent on the rubric by the end of the sixth tutoring session. This current study builds on the research of using strategy instruction with students with reading deficits (Braxton, 2009; Cunningham, 1982; Ghabanchi & Mirza, 2010; Jitendra et al., 1998; Jitendra et al., 2000; Kim et al., 2006; Malone & Mastropieri, 1992; Mastropieri et al., 2001; Wong & Jones, 1982). This study was an extension of other main idea strategies because the strategy instruction was conducted with secondary ELLs with disabilities (Kim et al., 2006). Further, the research was also an extension of research on main idea strategy instruction because this study utilized numerous before, during and after reading strategies in the modified GIST strategy instruction.

Summarization of Expository Text

Visual analysis, calculations of PND, and statistical analysis of the results revealed that all five of the participants substantially improved in their ability to summarize expository text immediately after instruction during the tutoring phase and two weeks after the intervention phase ended. The summary intervention included teaching the students how to use before, during and after reading strategies to better comprehend expository articles from the *Scholastic Action* magazine and two passages from a biology text book during the generalization probes. All five students demonstrated abrupt changes in level between the baseline and intervention phases following individualized instruction during the tutoring phase. Additionally, four out of the five participants demonstrated an abrupt change in level between the baseline and

tutoring phases in which the participants received guided instruction from the researcher. The results indicated that all five participants had 100 percent PND between the baseline phase and the tutoring, intervention and maintenance phases in which the participants read *Scholastic Action* magazine articles, answered “wh” questions and wrote summary statements.

Strategy instruction. One possible explanation for the participants’ improvement in their ability to summarize expository text is that the strategy instruction incorporated a wide range of reading comprehension strategies that are proven to be effective in instructing students with reading deficits. The modified GIST strategy was comprised of several components which included teaching the participants to use external text-structures, make predictions, write down background knowledge, annotate text while reading, answer “wh” comprehension questions, highlight key ideas and details, and write a brief 2-4 sentence summary of each passage. The students learned the various components of the strategy during the tutoring sessions, and were able to practice using the entire strategy at least three times under the guidance of the researcher before progressing to the intervention phase. Main idea and summarization strategy instruction has been proven effective in research (Cunningham, 1982; Gajria & Salvia, 1992; Jitendra et al., 2000; Klingner & Vaughn, 1998; Kim et al., 2006; Braxton, 2009).

This study replicates features of Cunningham’s (1982) Get the Gist strategy, Klingner and Vaughn’s (1998) Collaborative Strategic Reading strategy, and Mastropieri and Malone’s (1992) research on strategy instruction and summarization. Similar to this present study, Klingner and Vaughn (1998), Cunningham (1982) and Mastropieri and

Malone (1992) used strategy instruction to teach the students how to better comprehend and summarize text. However, none of the previous research used the same combination of reading comprehension strategies to teach high school English language learners with disabilities how to comprehend and summarize text. Very few studies have been conducted with secondary level, dually identified ELLs with disabilities (Kim et al., 2006). This present study extends the summarization strategy research conducted with younger students, students with disabilities, general education students, and ELLs to investigate the effects of the modified GIST strategy with high school level ELLs with disabilities.

Individualized instruction. The participants' increase in scores between the baseline and subsequent phases may also be explained by the use of explicit, individualized instruction. The participants were taken out of their reading elective course, a school remediation period, as well as during other remediation times in order to participate in the study. Although incentives were not offered to the participants for their participation in the study, some of the participants noted that they were interested in participating in the study because they wanted to get out of their reading elective class and remediation period. The escape from class unknowingly functioned as an incentive and reinforce for at least two of the participants. Additionally, the participants received individualized instruction of explicit reading comprehension strategies in a quiet, virtually distraction free environment. This learning environment was much different than the environment the students were in during class, and the students received much

more attention from the researchers than they would typically receive from a teacher due to the nature of the individualized instruction.

Further, research indicates that individualized and small group instruction are extremely beneficial for students with reading deficits (Kamps et al., 2007; O'Connor et al., 2010; Santoro et al., 2006; Cirino et al. 2009; Wanzek and Vaughn, 2008). Wanzek and Vaughn (2008) indicate that one-to-one or one-to-three instruction is most effective. By nature of the multiple-probe multiple-baseline design, the students received one-to-one instruction during the baseline, tutoring, intervention, and maintenance phases of the study, and it is very possible that this attribute of the current study had an impact on the participants' increase in ability to summarize expository text.

Results on Reading Assessments

Descriptive statistics were used to compare the results of the pretest and posttest assessments. The standard scores, 85 percent confidence interval, and difference scores on the KTEA-II revealed that three of the five participants had considerable increases in their scores on the reading subtests. The KTEA-II was used in this study because researchers suggest that norm-referenced measures show the participants' ability to generalize skills on a different type of measure (Flynn et al., 2012). The use of the KTEA-II allows the results from this current study to be compared with results in other studies that used norm-referenced assessments.

Three of the participants, Alfred, Nadia, and Darren, had substantial gains on the posttest scores of the KTEA-II. Alfred's score on the reading comprehension subtest was meaningful because he had a 20 point overall increase in his standard score and the

confidence intervals between the pretest and posttest did not overlap. This indicates that the difference in his posttest score was outside of the error of measurement. Nadia's score on the letter and word recognition subtest increased by 12 points in her standard score, and the confidence intervals related to the pretest and posttest did not overlap. This suggests that the increase in her posttest score was substantial and not due to error of measurement. Lastly, Darren's score on the reading comprehension subtest increased dramatically by 21 points. The confidence intervals related to the pretest and posttest assessments did not overlap which also suggests that the increase in his score is meaningful and not a result of error of measurement.

Additionally, four out of the five participants demonstrated increase reading ability on the QRI posttest assessments. The QRI is an informal reading assessment that does not utilize standard scores and confidence intervals so the results will be treated with caution. The results indicated that Alfred, Nadia, Matthew, and Mary all increased in their ability to comprehend expository passages on the posttest measure by one to three grade levels. Mary also increased in her score on the decoding wordlists by two grade levels, but the remaining participants did not demonstrate any change on the decoding wordlists during the posttest assessment. It is difficult to determine whether or not the score increases on the QRI are meaningful due to the lack of confidence intervals and standard scores.

As with the discussion about the participants' ability to summarize expository text, one possible explanation for the increase in scores between the pretest and posttest reading assessments could be described by the multiple reading comprehension

components of the strategy instruction as well as the individualized instruction. While using the modified GIST strategy, the students learned several reading comprehension strategies that are proven effective in other research studies (Braxton, 2009; Cunningham, 1982; Gajria & Salvia, 1992; Jitendra et al., 2000; Kim et al., 2006; Klingner & Vaughn, 1998). Initially, the researcher did not expect to see positive gains in the posttest scores on the reading assessments due to the limited time of the intervention and the scope of the intervention. However, it is possible that the scope of the intervention was partly responsible for helping the participants improve in their ability to answer comprehension questions on the KTEA-II and QRI because the modified GIST strategy included many different reading comprehension strategies that the students learned to use through repeated practice.

Another possible explanation for the increase in the posttest scores on the KTEA-II and the QRI is the method in which the instruction was delivered. The students were taught how to use the strategy in a distraction free location in a one-on-one setting with the researcher. This setting could have helped the participants concentrate on learning the strategy better than they typically learn in a whole class setting. The increase in scores on the KTEA-II and QRI was not typical for the length of the instruction at this particular school site, so it is very possible that the setting of the research had an impact on the results.

Motivation to Read

The results from the pretest and posttest scores on the AMRP (Pitcher et al., 2007) survey revealed that three out of the five participants increased in their motivation to

read. Due to the fact that only three of the participants had an increase in scores and two participants had a decrease, it is difficult to determine the cause of the difference in scores.

It is possible that the scores were affected by the participants over attitude and mood on the day the assessments were given. The study was conducted during the fourth quarter of a busy school year, and the participants appeared to respond in different ways to the end of the year activities during the research study. Some of the participants appeared to be excited about the final days of school while other participants appeared to be bored and disinterested in attending the last couple weeks of school. The timing of this intervention could have influenced the participants' responses on the AMRP survey.

Another possible explanation for the difference in scores is the setting of the intervention. The intervention was conducted with the researcher in a one-on-one setting in the reading resource room. Two of the participants, Matthew and Nadia, commented that they liked the setting because they were able to concentrate better and get out of their remedial reading class. However, it is possible that some of the students would have preferred to learn in a whole group setting. It is difficult to draw conclusions about this possibility because the researcher did not ask this question to all of the participants in the study.

The results from the social validity interview can be used to shed some light on the participants' experience during the study and the possible impact on the AMRP results. All of the participants except Alfred commented that they enjoyed participating in the study and said relatively positive comments about the study. During the interview

Alfred commented that he was tired of doing the work at the end of the study, but he never asked to be removed from the study. The fatigue that Albert seemed to experience could be related to the slight decline in his AMRP results, but it is difficult to draw this conclusion. Additionally, Darren's score on the AMRP dropped the most (15 percent) yet he did not indicate any negative feelings related to the study during the interview. Due to the variability of responses on the AMRP survey and the variability of participants' scores, it is difficult to draw any conclusions related to the participants' overall motivation to read and the implementation of the modified GIST strategy.

Social Validity

The social validity interviews demonstrated that all five of the participants found the modified GIST strategy helpful, and two of the participants mentioned that they thought their reading improved since learning the strategy. All five participants indicated that they want to continue using the strategy even though the study ended, and the majority of the students, four out of five, indicated that they enjoyed participating in the study and would do it again. All five of the participants also indicated that they enjoyed reading the articles from the *Scholastic Action* magazines. Overall, the participants had positive perceptions of the research and this should be considered by teachers and researchers who work with secondary level ELLs with disabilities.

Limitations

In this present study, there are four main areas of limitation: the use of the single-subject research design, the setting, the research materials, and the modified GIST strategy. The limitations are discussed below.

Single Subject Research

The single subject research design is a limitation of this study due to the nature of the limited sample size. Although all of the participants were ELLs with Disabilities, the participants were very diverse as they had different backgrounds, types of disabilities (e.g. some participants were found eligible for services for more than one disability), limited English proficiency status, language differences, academic achievement differences, and grade levels. All of the participants were ELLs with disabilities and received instruction in a remedial reading class for a reading deficit; however, the overall diversity of the participants is a limitation and it is difficult to compare the participants to the broader population of the school and generalize the results due to the individual characteristics of each participant.

Another limitation of the single-subject research design is the lack of a control group. The multiple-probe multiple-baseline design was used to add strength to the study in order to demonstrate that the participants were able to improve in their ability to summarize expository text over time. The strength of this design is the ability to compare the results of each participant with the participants in the other intervention tiers; however, this is still a limitation due to the low sample size and limited number of tiers.

Setting

The setting is also a limitation in the study because all of the instruction during the baseline, tutoring, intervention and maintenance phases was conducted in a pull-out setting in the reading resource room. Although this type of pullout instruction for reading remediation is common practice in the participants' school, the setting was still quite

different from a natural classroom setting. The reading resource room was a small room located within the school library. The atmosphere was very quiet and few distractions occurred during the study sessions which was quite different than the setting in a typical classroom. Several of the participants commented on their ability to read and focus in the reading resource room as opposed to their classroom which may indicate that this was an optimal setting.

Additionally, the time of year was also a limitation of the study. This study was conducted during the fourth quarter of a very busy school year. During the fourth quarter, the students are required to take standardized assessments for the majority of their classes in addition to final exams. Further, the fourth quarter represented some challenges because the school bell schedule changed during the final exam schedule and students were released two hours early. Several of the students commented that they could not wait for the summer to come because they were sick of school. Due to the tight schedule of the research, several of the maintenance probes were conducted during the second to last week of school and it was difficult for the researcher to track down the students because several of the participants chose to skip classes during that week.

Finally, the researcher was limited by the number of sessions each participant could be pulled from class because of the permission granted by the school district. The present study only included two probes during the maintenance and generalization phases. This is a limitation of the study because it is difficult to draw conclusions from such a limited number of probes. Additional probes are needed to provide evidence of the effectiveness of the modified GIST strategy on the participants' ability to generalize

use of the strategy and maintain the strategy after two weeks. In the future, researchers should include more probes during these phases in order have sufficient evidence to draw conclusions.

Research Materials

Another limitation of the current study is the use of the *Scholastic Action* magazine articles as research materials. In order to minimize this limitation as a threat to the study, the research selected numerous expository articles from three years of issues and randomly selected which articles would be used in the study. The articles used in this study were usually based on current issues or events in popular culture and spanned many different topics and content areas (e.g. science, history, psychology, pop culture). The participants were asked to note their background knowledge about the topic of each article on the modified GIST strategy sheet, and some of the participants had considerable background knowledge about certain topics. Also, some of participants appeared to be more interested in certain articles. The varying levels of background knowledge and interest related to the articles could account for some of the variability of data during the study. The question about background knowledge on the modified GIST strategy template helped control from for some the confounding variables; however, it is difficult to draw conclusions from the information that the participants shared about the background knowledge because they were only asked to jot down one to two sentences or phrases.

Modified GIST Strategy

There are also a couple of limitations with the use of the modified GIST strategy during the study. Although the modified GIST strategy incorporates several evidence-based reading strategies, the design of this particular strategy still requires more research and the results cannot be generalized to broader populations. Additionally, the modified GIST strategy was not compared to any other reading intervention strategies during this study, so it is impossible to conclude that this particular strategy is more beneficial than other comprehension and summarization strategies. Although the present study is characterized by limitations that prevent unqualified endorsement of the modified GIST strategy, the results suggest that the modified GIST strategy may be useful in helping secondary level ELLs with disabilities learn how to better summarize text.

Recommendations

Teachers and researchers may be able to use the modified GIST strategy to help students learn to better comprehend and summarize passages. Although the results from this present study cannot be generalized, practitioners are encouraged to extend and replicate the modified GIST strategy with different types of class settings in the future.

Participants

The findings of this study indicate that the modified GIST strategy was effective in helping the five participants improve summarization skills. Future research should focus on investigating reading comprehension and summarization strategies with secondary level ELLs with disabilities as there is a lack of research targeting this specific population of students. Due to the inability to generalize findings from single-subject

research, this study should be replicated in order to further investigate the strategy. Additionally, future research should also focus on further investigating the effects of the modified GIST strategy with ELLs with disabilities, students with other exceptional learning needs, and general education students. Future research studies should include both researcher developed measures as well as standardized measures such as the KTEA-II. This will allow researchers to compare participants on widely used measures and better draw conclusions about the effectiveness of interventions.

Environment

Future research should investigate the effects of this intervention with different groupings of students: one-on-one, small group, and whole class. The current study was taught in a pull-out setting in the reading resource room and the participants received one-on-one instruction. This type of instruction is not always practical in a typical school environment, so future studies should investigate the effects of the modified GIST strategy in a more natural classroom setting. For example, the modified GIST strategy could be taught to small groups of students in stations or a whole group in the participants' reading remediation period. Researchers should also extend the use of this strategy to determine its effectiveness in other content areas such as science and history classrooms. Students are often required to read rather difficult expository passages from textbooks and articles in other content areas, and it is possible that this strategy would be useful in such situations; however, further research is needed in this area.

Time

Time restraints were an issue during the current study as the study was conducted during the fourth quarter of the school year. Future research should implement the modified GIST strategy with extended time or an unrestricted number of probes in order to respond to scores that are outliers. There should also be an increase in the number of maintenance and generalization probes in order to be able to draw conclusions during future studies.

Additionally, the participants in the current study required varying amounts of time to complete the tutoring and intervention sessions. The amount of time required to read the *Scholastic Action* articles and complete the modified GIST strategy template during the intervention phase ranged from 12 minutes and 35 seconds to 47 minutes and 29 seconds. Practitioners need to consider this information if attempting to implement the strategy in a small group or whole class setting because it is possible that some students may require an extended period of time.

Modified GIST Strategy

Finally, future research is needed to determine the effectiveness of the modified GIST strategy with a larger population of students and extend the use of the strategy to other types of expository text and other content areas. Future research of the strategy is also required to compare the effectiveness of the present strategy with other summarization strategies. The modified GIST strategy is not yet an evidence-based practice, and the results from the present study cannot be generalized to a broader

population. Therefore, future research is required to determine if the strategy is useful in helping students in other settings learn how to summarize text.

Summary

The purpose of this study was to determine the effect of the modified GIST strategy on the ability of English language learners with disabilities ability to summarize expository articles. The findings of this research indicated that the five participants were able to improve their ability to write summary statements after participating in the modified GIST strategy instruction at a meaningful level. Additionally, the participants were able to maintain their ability to summarize text two weeks after the modified GIST strategy was removed. The results of the generalization probes were variable and some of the participants demonstrated the ability to summarize expository science passages.

Presently, a systematic search of the literature failed to locate any research intervention studies that investigated the effects of the GIST strategy with high school level English language learners with disabilities. Additionally, very few studies could be found that addressed the reading needs of this specific population of students. The findings in this study demonstrate that ELLs with disabilities can improve in their ability to comprehend and summarize expository passages through the use of the modified GIST strategy.

This study provides educators with an intervention that targets the needs of a growing population of students who have both English language needs and exceptional learning needs. The modified GIST strategy addresses the legislation outlined in IDEA (2004) and can be used to assist students in meeting their academic IEP goals. The

modified GIST strategy is comprised of several research-based reading comprehension strategies and may be a practical tool for teachers and researchers who desire to help secondary level ELLs with disabilities improve in their ability to comprehend and summarize text.

APPENDIX A

Informed Consent Form

Modified GIST Reading Intervention

PARENT OR LEGAL GUARDIAN

INFORMED CONSENT FORM

RESEARCH PROCEDURES

This research is being conducted to determine the impact of the modified GIST reading intervention on students' ability to summarize text. GIST stands for generating ideas for schemata of text, and the intervention is designed to help your child learn how to better summarize expository reading passages. Your child has been identified as having difficulty reading and summarizing text. If you agree for your child to participate, he/she will be asked to participate in approximately 15 to 27 hours of instruction and practice time. Your child will first learn how to use the modified GIST strategy and then practice using it. Your child will be pulled from the remedial literacy course, [REDACTED] or other remediation periods to participate in this research. Your child will not be asked to spend any time at home or after school to work on this study. If your child is selected to participate in this study, your child may be involved for up to ten weeks.

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

There are no direct benefits to your child for participating in the study. We may learn how to better teach the GIST summary intervention to students in the future as a result of your child's participation.

CONFIDENTIALITY

The data in this study will be confidential. The name of your child and his or her identify will not be known to others. For the materials and paperwork used during the intervention, we will replace the name of your child with a made-up code or number: (1) your child's name will not be included on any paperwork or other collected data; (2) a code will be placed on any survey or other collected data; (3) through the use of an identification key, the researchers will be able to link the paperwork and data to your child; and (4) only the researchers will have access to the identification key.

PARTICIPATION

Your child's participation is voluntary, and you may withdraw from the study at any time and for any reason. If you or your child decide not to participate or if you or your child would like to

withdraw from the study, there is no penalty or loss of benefits to which your child is otherwise entitled. There are no costs to you or any other party.

ALTERNATIVES TO PARTICIPATION

As the participation in this study is voluntary, your child will receive the typical instruction in his/her courses and will not work with the researcher if you do not choose for him/her to participate in the study. Your child will not be pulled to work with the researchers on any part of this study unless you indicate consent.

PERMISSION TO ACQUIRE VIDEO AND/OR AUDIOTAPE

This research study will use video and/or audio of your child and I need your permission to record your child. The video and/or audio tapes will be used to evaluate the instruction given to your child. The video and/or audio tapes may also be used for educational purposes to prepare students and teachers in educational settings. The video tapes may be used to teach other teachers and researchers how to use the GIST intervention, to share the research at professional conferences, and document the impact of the GIST intervention on your child's ability to summarize text. Your child may be recorded on video and/or audio tape during various times throughout the study. All of the recorded videos and audiotapes will be secured, and the video and/or audio will be saved on a password protected computer at all times. The identity of your child will not be compromised as mentioned in the CONFIDENTIALITY area, and your child's identity will not be disclosed to any other parties.

Please read the statements below and indicate whether or not you grant permission for your child to be video and/or audio-taped during the study.

_____ I agree to allow my child to be video and/or audio-taped

_____ I do not agree to allow my child to be video and/or audio-taped

CONTACT

This research is being conducted Elizabeth Horton, and she can be reached at [REDACTED] or [REDACTED] for questions or to report a research-related problem. Ms. Horton's faculty advisor is Dr. Frederick Brigham at George Mason University, and he may be reached at [REDACTED]. You may contact the George Mason University Office of Research Integrity & Assurance at [REDACTED] if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to both George Mason University and [REDACTED] County Public School procedures governing your participation in this research.

CONSENT

I have read this form and agree to have my child to participate in this study.

Parent or Legally Authorized Representative

Your Child's Name

Date of Signature

Version date: 11/10/12

APPENDIX B

Student Assent Form

Modified GIST Reading Intervention

STUDENT

ASSENT FORM

RESEARCH PROCEDURES

This research will help us figure out if the modified GIST reading strategy will help students learn how to summarize what they read. This strategy will teach you how to understand what you read and write about it in 2-4 sentences. If you choose to be a part of this study, you will miss part of your literacy class, some of your [REDACTED] class, and maybe work with Ms. Horton during other times. If you decide to be a part of this study, you will work with Ms. Horton for about 15 to 27 hours over six to ten weeks. You will not do any work at home or after school.

RISKS

There are not any risk or dangers.

BENEFITS

We do not know how this study will help you. We might learn how to teach this strategy better to students in the future.

CONFIDENTIALITY

All of your information will be kept secret. We will not share your name with anyone. We will give you a made up name instead so that no one knows what you do. Your name will not be written on any paperwork or collected information. Only the researchers will know what your made-up name or code is and be able to look at your work.

PARTICIPATION

You can choose to be a part of this study if you want, but you do not have to. You can say that you want to stop the study at anytime for any reason. You will not be punished and nothing bad will happen to you if you decide not to be a part of this study. You do not have to pay anything to work with Mrs. Horton.

PERMISSION TO ACQUIRE VIDEO AND/OR AUDIOTAPE

We may videotape you or record you during this study. I need your permission to do this. I will use the video and audio tapes to look at the teaching during the study. I might also use the tapes to help college students and teachers learn how to teach better. I might share the video and audio tapes at conferences (big meetings). The tapes will also be used to figure out how well the teaching helped you learn to summarize what you read. All of the video and audio tapes will be

locked up at all times. We will not share your identity or name with anyone, and we will give you a fake name like we told you in the Confidentiality section.

Please read the sentences below and write if you will let us video and audio tape you.

_____ I will let you video and/or audio-tape me

_____ I do not want you to video and/or audio-tape me

CONTACT

This research is being done by Ms. Horton, and you can call her at [REDACTED] or email her at [REDACTED]. You can ask her any questions at any time. Ms. Horton is working with Dr. Frederick Brigham because he is her teacher at George Mason University. You can also ask him any questions by calling him at [REDACTED]. You can also call the research office (Office of Research Integrity & Assurance) if you have any questions at [REDACTED].

Both George Mason University and [REDACTED] County Public Schools know about this research and agreed to it.

CONSENT

Sign below if you read this form and want to be a part of this research.

Student Name

Date of Signature

Version date: 10/19/13

APPENDIX C

Modified GIST Strategy Sheet

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

APPENDIX D

Modified GIST Summary Rubric

Modified GIST Summary Rubric

Student #: _____ Date: _____ Scored by: _____

Session Type: B I M G Session Number#: _____

Article: _____

1. Who is the article/passage about? (1 point)

1 = correct/reasonable answer

.5 = borderline response

0 = incorrect answer/no response

2. What is the article/passage about? (1 point)

1 = correct/reasonable answer

.5 = borderline response

0 = incorrect answer/no response

Write the main idea of the passage in a 2-4 sentence summary statement (5 points)

5 = superior response (ex: 2-4 sentences explaining the main idea and accurate details)

4 = good response (ex: 2-4 sentences explaining the main idea and at least 1 accurate detail)

3 = acceptable response (ex: provides a generic overview and more than 1 accurate detail)

2 = marginal response (ex: provides a generic overview and 1 accurate detail)

1 = poor response (ex: provides a generic overview or at least 1 accurate detail)

0 = no response attempted

Total Score: _____ / 7 = _____ %

APPENDIX E

Modified GIST Strategy Steps Assessment and Rubric

Modified GIST Strategy Assessment

Before Reading:

What 3 things should you do before reading the article?

During Reading:

What 2 things should you do as you read the article?

After Reading:

What 2 things should you do after you read the article?

Modified GIST Strategy Assessment Rubric

Student #: _____ Intervention Session #: _____ Date: _____

Before Reading Steps			
1 points	0.5 points	0 points	Points
The student included the text structure step and provided examples from the following list: title, heading, picture, caption, maps, bold words, underlined words, and italicized words.	The student included the text structure step but did not provide examples from the following list: title, heading, picture, caption, maps, bold words, underlined words, and italicized words.	The student did not include this step of the strategy.	
The student included the background knowledge step.	N/A	The student did not include this step of the strategy.	
The student included the prediction step.	N/A	The student did not include this step of the strategy.	
During Reading Steps			
The student included the annotation steps and described what they were asked to star, underline and circle.	The student included the annotation steps but did not describe what they needed to star, underline, or circle.	The student did not include this step of the strategy.	
The student included the WH question step and listed at least 4 of the 6 WH questions (i.e. who, what, when, where, why, and how).	The student included the WH question step but did not list the different WH questions.	The student did not include this step of the strategy.	
After Reading Steps			
The student included the highlighting step.	NA	The student did not include this step of the strategy.	
The student included the summary statement step.	The student did not include this step of the strategy.	The student did not include this step of the strategy.	
Total Percentage:			____ / 7 points ____ %

APPENDIX F

Modified GIST Baseline Summary Sheet

Baseline Summary Sheet

Directions:

Take some time to read the article that the teacher gave you. Then, once you finished reading the article, answer the questions and write a short summary statement about the main idea of the article. The summary should be 2-4 sentences long.

What is the article about?

Who is the article about?

Summary:

APPENDIX G

Modified GIST Generalization Summary Sheet

Generalization Summary Sheet

Directions:

Take some time to read the passage that the teacher gave you. Then, once you finished reading the passage, answer the questions and write a short summary statement about the main idea of the article. The summary should be 2-4 sentences long.

What is the article about?

Who is the article about?

Summary:

APPENDIX H

Modified GIST Student Booklet

Modified Gist Strategy Student Booklet



STUDENT # _____

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LESSON ONE:
Previewing Text and
Making Predictions

Text Structure

Text structures can be used to preview text and figure out what the passage is about.

Type of Text Structure	Purpose
Title	1. The title tells what the passage is _____ 2. Example: _____
Heading	1. _____ for each _____ or paragraph. Headings tell us what each section or paragraph is _____. 2. Example: _____
Picture	1. Show us what the person or _____ looks like. 2. Show us an _____ of the concept.
Caption	1. Tell us what the _____ is about.
Map	1. Show us where the _____ takes place. 2. Show information about different _____.
Bold <i>Italics</i> <u>Underlined</u>	1. _____ terms, _____, headings, and main points. 2. Example of bold words: _____ 3. Example of <i>italicized</i> words: _____

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the W-H questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

LESSON TWO:
Identifying Main Ideas
and Relevant Details

MAIN IDEAS AND IMPORTANT DETAILS

Main Idea: The main idea of a passage is the most important information that the author wants us to understand.

- The main idea is normally stated at the beginning of the passage or paragraph.
- The main idea is usually written in the topic sentence of the passage/paragraph.

Relevant Details: The most important or significant details that tell us more about the main idea.

- Relevant details answer questions about the main idea. They tell us about the who, what, when, where, why and how.
- Relevant details are the major details. Small, insignificant (less important) details are not relevant details.

PRACTICE ONE:

Note: The students read a passage from a Scholastic Action magazine. If you are interested in reading articles from the magazines, you must purchase a subscription.

Main Idea: _____

Relevant Details:

1. _____

2. _____

PRACTICE TWO:

***Note:** The students read a passage from a Scholastic Action magazine. If you are interested in reading articles from the magazines, you must purchase a subscription.*

Main Idea: Underline the sentence or sentences that tell the main idea of the passage.

Relevant Details: Put a star ☆ next to the important details that support the main idea.

PRACTICE THREE:

***Note:** The students read a passage from a Scholastic Action magazine. If you are interested in reading articles from the magazines, you must purchase a subscription.*

Main Idea: Underline the sentence or sentences that tell the main idea of the passage.

Relevant Details: Put a star ☆ next to the important details that support the main idea.

LESSON THREE:
Answering the
Comprehension Questions
and Summarizing the
Passage

Answering Comprehension Questions

Comprehension Questions:

- The “wh” comprehension questions help us find the *most important information* in the passage.
- The “wh” questions (Who, What, When, Where, Why, How) all start with the letter “w” or “h.”
- You will use the annotations (underlined and starred sentences) to quickly find the information to these questions.

Overview of the six questions:

Who: Who is the article about?

What: What is the article mostly about? What is happening in the story?

When: When did the story in the article take place? Was it recent or in the past?

Where: Where does the story take place? Where does the person live? Does the article talk about more than one place?

Why: Why did the main event happen in the article? Ex: Why did the person do what they did?

How: How did the main event happen? Ex: How did the person do what they did?

How to Write a Summary

A **summary** tells the most important information about the passage. Your summary statement should be 2-3 sentences.

Steps:

- Highlight the most important information that you wrote in the answers to the comprehension questions on the GIST sheet. Normally the “Who” and “What” are the most important aspects.
- Turn the highlighted information into a 2-3 summary statement.
- Reread your summary statement to make sure that it makes sense and tells the reader what the article is mostly about.

Practice:

Highlight the most important information in the answers to the comprehension questions on your GIST sheet. Then write a 2-3 sentence summary statement on the GIST sheet.

Who: -About people who own exotic pets. -Felicia Frisco (tiger), Jim Sautner (bison), Tracy Coppola (chimp)

What: -About people who own exotic pets like tigers, chimpanzees, and bison. - How dangerous exotic pets can be. -About the laws for owning exotic pets.

When: Current

Where: Millions of people in the U.S. have exotic pets. Jim Sautner has a bison in Canada. Felicia Frisco has a tiger in Florida.

Why: Exotic pets are dangerous and the laws protect people and animals. Exotic pets are surprising.

How: Exotic pets are legal in many places.
(Rainsford, 2012)

LESSON FOUR:
Practice One
“I Use a Robot to Go to School”

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the W-H questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

Note: The students read an article called “I Use a Robot to Go to School.” If you are interested in reading this article, you must purchase a subscription.

LESSON FIVE:
Practice Two
“Blind Leap”

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

Note: The students read an article called “Blind Leap.” If you are interested in reading this article, you must purchase a subscription.

LESSON SIX:
Practice Three
“Homeless to Harvard”

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WHH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WHH questions.
- Write a brief two to four sentence summary statement of the passage.

Note: The students read an article called “Homeless to Harvard.” If you are interested in reading this article, you must purchase a subscription.

LESSON SEVEN:
Independent Practice 1
Article Title:

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the W-H questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

LESSON EIGHT:
Independent Practice 2
Article Title:

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

Independent Practice 3

Article Title:

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

Independent Practice 4

Article Title:

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the W-H questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

LESSON ELEVEN:
Independent Practice 5
Article Title:

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the W-H questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

Independent Practice 6

Article Title:

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

Extra Practice:

LESSON:

Article Title:

Date: _____

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

Extra Practice:

LESSON:

Article Title:

Date: _____

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

Extra Practice:

LESSON:

Article Title:

Date: _____

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title	Heading	Picture	Caption
Maps	Bold words	Underlined words	Italicized words

- What do you already know about this topic?

- Write a prediction of what you think the main idea of the article is:

During Reading:

- Annotate the text. Underline the main ideas and star (★) important details in the article.
- Answer the WH questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the WH questions.
- Write a brief two to four sentence summary statement of the passage.

APPENDIX I

Modified GIST Intervention Manual

Modified Gist Strategy Intervention Teaching Manual



Teacher Lessons and Resources

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Lesson One: Previewing Text and Making Predictions

MATERIALS:

- Student booklet
- “Cute or Deadly” *Scholastic Action* magazine (use pages 16-19)
- Video camera
- Timer
- Pencils/pens

TEACHING SCRIPT AND PROCEDURES:

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers and researchers will see the tapes, and no one else will be able to see the videos.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student the teaching booklets.]

- Say:** Thank you for coming to the lesson today. Today we are going to learn about two strategies that you can use before reading an article, book, or short passage. We are going to learn about previewing text and making predictions.
- Say:** First, we are going to look at page 1 which is the Table of Contents for your booklet. This page shows you the different lessons that we will do during our six sessions together.
- [Give the student enough time to look at the table of contents. Then move on to the rest of the lesson. Answer any questions the student may have and make them feel as comfortable as possible.]
- Say:** Now we are going to turn to page 1 in the booklet to begin the lesson. This page shows you the different types of text structure that we often see in articles and textbooks. We are going to practice previewing an article today, and we are going to look at the article on pages 16 to 19 in this *Scholastic Action* magazine [give the student a copy of the magazine to use and keep with their booklet].
- Say:** Let’s start by looking at the different types of text structure.
- Say:** Have you ever learned about the different types of external text structure before?

- [Pause and wait for student responses. Respond as necessary to validate the student responses (i.e. “Very good”, etc.)]
- **Say:** What do you know about the types of text structure?
- [Pause and wait for student responses. Respond as necessary to validate the student responses.]
- **Say:** The different types of text structure give us clues about the passage so that we can figure out what the text is about. We can usually figure out what the main idea of the passage is by simply looking at the different types of text structure. It is very helpful to look at the different types of text structure when we read articles and passages from textbooks. Sometimes the most important information can be found in the text structures, so we want to remember to always look at them.
- **Say:** We are going to start by learning about the purpose of the title and headings.
- **Say:** Do you know what titles and headings are?
- [Wait for student responses and respond appropriately. If the student already mentioned these when they explained what they knew about text structure at the beginning of the lesson, you can modify the question.]
- **Say:** Let’s look at the article again in the magazine.
- [Make sure the student is looking at the article.]
- **Say:** The title is the name that the author gives the entire passage. Do you see the title in this passage?
- [Wait for student responses and respond appropriately.]
- **Say:** The title usually tells us what the passage is mostly about. Let’s look at what this title says. It reads “Killer Pets”, so we can guess that this article is going to be about pets that can kill you or pets that are dangerous (Rainsford, 2012).
- **Say:** Let’s fill this in on the text structure chart.

- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- **Say:** Now let’s look at the headings. Headings are the titles that are written for each paragraph or section of the passage. These are smaller than the title, but they are usually written in bold or colored words and they stand out easily. The headings tell us what each section of the article is going to be about, and we can figure out the main idea of the section by looking at what the heading says.
- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- **Say:** Let’s look at the first heading in this article. In this article the headings are bolded and printed in green. Do you see the heading called “Lions and Tigers and Bears?” (Rainsford, 2012).
- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- [Wait for student responses and respond appropriately.]
- **Say:** By reading the heading, we can guess that this section is going to be about these kinds of animals. We can also infer that people have lions, tigers, and bears as pets because the title of the whole article is “Killer Pets.” This guess would make sense because lions, tigers, and bears would be dangerous pets to have (Rainsford, 2012).
- **Say:** Do you see the other headings in the passage?
- [Wait for the student responses. If the students do not tell you what the other headings are, ask the following question: Can you tell me what the other headings in this article are?]
- **Say:** Why are headings important for us to look at?
- [Wait for the student responses. If the student answers the question correctly by saying that headings tell us the main idea, commend the student. If the student answers the question incorrectly, go back and re-teach the concept of headings.]
- [After the student demonstrates a good understanding of titles and headings, move on and begin teaching the purpose of pictures and captions.]

- **Say:** After you read the headings, you will be able to make a better prediction about what the article is going to be about.
- **Say:** We can also learn a lot about the passage by looking at pictures and captions. Look at the picture in this article on page 18.
- [Point to the picture of the orangutans.]
- **Say:** This picture shows us an example of a woman riding a bike with three orangutans holding onto her (Rainsford, 2012). This picture also helps us understand more about the passage. Pictures often show us what the passage is about. The pictures usually show us what the person, thing, or concept look like. Pictures show us an example of the concept.
- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- **Say:** Captions are the words that are written about the pictures. Captions are sometime underneath a picture, or printed right in the pictures, and sometimes they are written in a box near the picture. The caption tells us what the picture is about. This caption says, “Three pet orangutans go for a bike ride” (Rainsford, 2012, p. 18). This tells us that the picture is about a person who has three pet orangutans and rides a bike with them.
- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- **Say:** We can use pictures and captions to figure out what the passage is going to be about.
- **Say:** Look at the other pictures in this article. Read the captions and tell me what you think the pictures are about.
- [Wait for the student responses and respond as necessary.]
- **Say:** Another type of text structure that can help us make predictions about the story are maps. Not all articles have maps and keys, but let’s look at the map in this article on page 19. The map key tells us what the map is about. Let’s look at the map key and figure out what the map is about. Do you see how the key shows us that green means “some exotic pets are banned, but

others are allowed?” (Rainsford, 2012, p. 19). Now look at the state of Virginia.

- Say:** What color is Virginia?
- [Wait for the student responses and respond as necessary.]
- Say:** [Ask this question if the student did not already answer this when talking about the previous question.] **What does this mean about Virginia?**
- Say:** Maps show us where the story or article takes place and show us information about different places mentioned in the passage.
- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- Say:** The last three types of text structure to pay attention to when reading an article like this are bold words, italicized words, and underlined words. These types of font are used to make words stand out so that we can tell that they are important. We want to pay close attention to these words because they are normally very important. Authors usually use bold, italicized and underlined words to show us important terms, names, headings, and other main points.
- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- Say:** Can you find an example of bold words in the article?
- [Wait for the student response and respond as necessary.]
- Say:** Why do you think that the author made those words bold?
- [Wait for the student response and respond as necessary.]
- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- Say:** Can you find an example of italicized words in the article?
- [Wait for the student response and respond as necessary.]
- Say:** Why do you think that the author wrote those words in italics?

- [Wait for the student response and respond as necessary.]
- [Fill in the info on your chart to model for the student and/or help the student fill in their chart.]
- **Say:** Let's look at the other bold and italicized words. Sometimes an article will not have all of these kinds of words. For example, this article only has bold and italicized words.
- [Point out examples of the other bold words if the student does not initiate this.]
- **Say:** Now that we have looked at the most important text structures in this article, we are able to make a better prediction of what the article is about.
- **Say:** We spent a lot of time looking at the different types of text structure in this article today, but normally you only need to spend about five minutes looking at the text structure features in an article of this length. The idea is for you just to understand the basics about the article, and you do not want to read about anything in detail because you will read the article later.
- **Say:** Based on the text structures, we can make a prediction about the main idea of the article.
- **Say:** Look at page 4 in the booklet. This is the sheet that you will use throughout our time together as we learn how to summarize articles. This sheet is called the Modified GIST Strategy Sheet.
- **Say:** Let's circle the types of text structure that we looked at in this article. Take a minute to look at all of the types of text structure and circle the ones we looked at.
- [Pause long enough for the student to complete this task. Then respond as necessary by commending the student or correcting the student. Use the answer sheet to help guide any conversation you have with the student about this.]
- **Say:** The next step is making a prediction about what you think the main idea of the passage is based on the text structures.
- **Say:** What do you think that main idea of this article is based on the text structures that we looked at?

- [Wait for the student responses and respond as necessary. Student can fill in their sheet here if necessary.]
- Say:** The main idea of this passage is most likely about people who have different types of exotic pets that are usually considered dangerous pets (Rainsford, 2012).
- [Provide a think aloud for the students by saying something like the following.]
- Say:** I was able to figure this out because the title says “Killer Pets”, there are three pictures of people with exotic pets such as tigers, orangutans, and bison, and the vocabulary terms talk about exotic pets which are unusual pets (Rainsford, 2012).
- Say:** Does this make sense to you?
- [Wait for the student responses and respond as necessary. Students should fill in their sheet if they did not already.]
- Say:** Now, there is a space for you to write about your background knowledge. Background knowledge is information that you already know about this topic. Take a minute to write down some information that you already know about exotic pets. You may have learned something about this topic in another class, by watching T.V., or in some other way.
- [Wait for the student to write down their background knowledge and respond as necessary.]
- Say:** We did a lot for today already, so we are going to wrap up now. We will continue practicing how to preview text and make predictions, but we are going to stop for now.
- Thank you for coming. Do you have any questions before you leave?
- [Wait for the student responses and respond as necessary.]

[End by saying a statement like, “You did very well today” or “I was impressed by the work that you did today.”]

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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LESSON ONE:

Answer Sheets

Text Structure

Text structures can be used to preview text and figure out what the passage is about.

Type of Text Structure	Purpose
Title	1. The title tells what the passage is _____. 2. Example: _____
Heading	1. _____ for each _____ or paragraph. Headings tell us what each section or paragraph is _____. 2. Example: _____
Picture	1. Show us what the person or _____ looks like. 2. Show us an _____ of the concept.
Caption	1. Tell us what the _____ is about.
Map	1. Show us where the _____ takes place. 2. Show information about different _____.
Bold <i>Italics</i> <u>Underlined</u>	1. _____ terms, _____, headings, and main points. 2. Example of bold words: _____ 3. Example of <i>italicized</i> words: _____

Modified GIST Strategy

Before Reading:

- **Preview** the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:



- **Write a prediction** of what you think the main idea of the article is:

I think this article is about people who have different types of exotic pets that are usually considered to be dangerous. (Rainsford, 2012)

- **Write a prediction** of what you think the main idea of the article is:

During Reading:

- **Annotate** the text. Underline the main ideas and star (☆) important details in the article.
- **Answer** the W-H questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

Lesson Two: Identifying Main Ideas and Relevant Details

MATERIALS:

- Student booklet
- “Cute or Deadly” *Scholastic Action* magazine (use pages 16-19)
- Video camera
- Timer
- Pencils/pens

TEACHING SCRIPT AND PROCEDURES:

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say:** Thank you for coming to the lesson today. Today we are going to learn about one strategy that you can use while reading an article, book, or short passage. We are going to learn about main ideas and important details.
- Say:** Now we are going to turn to pages 6 and 7 in the booklet to begin the lesson. These pages give us an overview of the concept of main ideas and important details.
- Say:** What do you know about main ideas and important details already?
- [Wait for the student to respond, and respond to the student as necessary by either thanking them for sharing what they know or telling him/her that it is ok that they don't know that much about the concept already.]
- Say:** The main idea of a passage or paragraph is basically what the text is mostly about.
- Say:** Today we are going to use the “Killer Pets” article again (Rainsford, 2012). Do you remember the prediction you made about that article during our last meeting?
- [Wait for the student to respond. If they do not remember what their prediction is or if you think that they do not remember the correct prediction, go back to page 4 in the booklet to show the student the prediction that they wrote].

- **Say:** During our last lesson we made a prediction about what we thought the main idea of the passage was about based on the text structures that we previewed. Today we are going to read the article and learn more about dangerous pets.
- **Say:** Let's quickly look at the GIST Strategy sheet again. You can find this on page 4 of your booklet. We are going to focus on finding the main idea and details today because this is the third step of the strategy. The first step was previewing the text structures, and the second step was making a prediction about the article.
- **Say:** Now the next step is to underline the main ideas and put stars next to the important details in the article. I wanted to show you this sheet again so that you understand why we are doing this lesson today.
- First we need to get a better understanding of main ideas and details. Let's look at the "Main Ideas and Important Details" sheet again on pages 6 and 7.
- **Say:** Can you read to me what a main idea is?
- [Wait for the student to read the definition of a main idea.]
- **Say:** Very good. Thank you for reading that definition.
- **Say:** We just learned that the main idea is the most important information that the author wants us to understand.
- **Say:** Now can you read the definition of the relevant details?
- [Wait for the student to read the definition of a main idea.]
- **Say:** Great. Thank you for reading.
- **Say:** This definition tells us that relevant details are the most important details that support the main idea. The relevant details are not little details that we can forget. These are the most important details in the passage that the author wants us to know. There are normally two or three relevant details that support each main idea.
- **Say:** Let's practice finding the main idea of a few passages together. Let's look at the following passages on the main idea sheet.

- **Say:** I will read the first passage to you, and then we will figure out what the main idea is.
- **Say:** The first passage reads:
- [This is also printed on the Main Idea and Important Details Sheet]
 - **...information related to the article**
- [Provide a think aloud for the student to show them how you found the main idea of the passage. Say something like the following:]
- **Say:** Based on this passage, I think that the main idea is ... This referenced an excerpt from the magazine article.
- **Say:** I think that this is the main idea of the passage because the whole paragraph is talking about how and why the students get paid...This referenced an excerpt from the magazine article.
- **Say:** Let's underline the sentence that says:
 - This was an excerpt from the magazine article
- **Say:** Let's also underline the sentence that says:
 - This was an excerpt from the magazine article
- **Say:** Now let's write down the main idea of the passage in the space on the sheet.
- [Show the student where to write the main idea].
- **Say:** Let's write...
- **Say:** It is also important that we learn how to find relevant details that support the main idea of the passage. The word relevant means significant or important. We are looking for details that give us more information about how the students get paid for having good attendance and staying out of trouble.
- **Say:** I think that the sentence that says...Is an important detail because it tells me how much the students get paid for showing up to school and behaving appropriately. [REDACTED]

[Redacted text block]

- Say:** Another detail that I think is important is... [Redacted text block]
- Say:** Even though some of the other sentences are important, I didn't think that they clearly supported the main idea of the passage. For example, the first sentence says... This sentence helps me get a better feeling for where the high school is located, but the sentence doesn't really change my understanding. This sentence is too general and does not provide specific enough details about the main idea for me to think that it is important.
- Say:** We already underlined the sentences that tell us the main idea of the passage. Now, let's put a star next to the important details that we found.
- Say:** Let's put a star next to... (excerpt from article).
- Say:** Let's put another star next to:
 - Excerpt from article
- Say:** Now let's practice finding the main idea and relevant details of another passage.
- Say:** Let's read the second passage on the sheet. Do you want to read the passage, or would you like me to read it?
- [Do whichever the student wants].
 - Excerpt from article.
- Say:** What do you think that the main idea of this passage is? Remember that the main idea is the most important concept or idea that the author wants us to know and it is usually written in the first paragraph.

- [Wait for the student to respond and correct the student if necessary. Use the answer key in the teacher packet to help the student identify the correct main idea. If the student did not identify the main idea at first, talk the student through how you would find the main idea as we did with the first passage].
- **Say:** Now let's underline the sentence or sentences that tell us about the main idea. This will help us easily remember the main idea of the passage if we come back and look at it later.
- **Say:** Next, let's look for the relevant details that support the main idea. Remember that relevant details are the most important details that provide us with more information about the main idea.
- [Wait for the student to respond and correct the student if necessary. Use the answer key in the teacher packet to help the student identify the relevant details in the passage. If the student did not accurately identify most of the relevant details, talk the student through how you would find the details as we did with the first passage. Ensure that the student understands the difference between relevant and irrelevant details].
- **Say:** Let's put little stars next to all of the relevant details that tell us more about the main idea. It is important that we only star the most important details. These stars will help us remember the most important details if we come back to the passage later and need to remember what it is about.
- **Say:** Now I want you to practice on your own. First read the passage and then underline the main idea and put stars next to the relevant details.
- [Allow the student as much time as they need to complete this activity. This should only take them about 5-10 minutes depending on their reading speed. After the student completes this activity, ask the student to explain how they identified the main idea and supporting details. If the student did not correctly identify the main idea and most of the supporting details, walk the student through the passage and explain how you would identify the main idea and details. You may have to model this for the student again as we did with the first example].
- [After the student has practiced identifying the main idea and relevant details of the passages on the "Main Ideas and Important Details" worksheet, move on to the "Killer Pets" article].

- **Say:** Now we are going to read the “Killer Pets” article and practice finding the main idea and relevant details of each section of the article (Rainsford, 2012). This article is broken up into six small sections, and these sections are divided by the headings which are written in bold green words. The first section is the introduction to the article, and the other sections are all related to the headings. We are going to find the main idea and important details for each small section. This will help us get ready to summarize the whole article.
- **Say:** We are going to underline the sentence or phrase in each section that tells us the main idea. Then we are going to draw small stars next to the most important details that tell us more about the main idea.
- **Say:** Remember, that it is important only to star the most important details.
- **Say:** Let’s read the first section together. [Read the passage to the student]
What do you think the main idea of this section is?
- [Pause to allow the student to find their answer. Respond as necessary by commending the student on identifying the correct answer or by helping them identify the correct answer. Use the answer sheet in the teacher packet as your reference.]
- **Say:** Underline the sentence that tells you about the main idea.
- **Say:** Can you find one or two important details that support the main idea?
- [Pause to allow the student to find their answer. Respond as necessary by commending the student on identifying the correct answer or by helping them identify the correct answer. Use the answer sheet in the teacher packet as your reference.]
- **Say:** Put a star next to the important details that tell you more about the main idea.
- **Say:** Now let’s read the section under the heading “Lions and Tigers and Bears” (Rainsford, 2012). Remember that the headings usually tell us the main idea of the passage.
- [Read the section to the student]
- **Say:** What do you think the main idea of this section is?

- [Pause to allow the student to find their answer. Respond as necessary by commending the student on identifying the correct answer or by helping them identify the correct answer. Use the answer sheet in the teacher packet as your reference.]
- Say: Underline the sentence that tells you about the main idea.**
- Say: Can you find two important details that tell you more about this main idea?**
- [Pause to allow the student to find their answer. Respond as necessary by commending the student on identifying the correct answer or by helping them identify the correct answer. Use the answer sheet in the teacher packet as your reference.]
- Say: Put a star next to the important details.**
- [Continue this same format for the remainder of the article. Use the answer sheet in the teacher packet to help the student correctly identify the main ideas and important details.]
- [Once you and the student have worked through the entire article, say the following.]
- Say: You did great today. We spent a lot of time going through this today because I wanted to make sure that you understood how to find the main idea and important details. This will not take you that much extra time in the future because you will get used to underlining the main ideas and starring the important details. Pretty soon, it will become a habit for you.**
- Now we are going to put our materials away.**
- Thank you so much for your participation!**

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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LESSON TWO:

Answer Sheets

MAIN IDEAS AND IMPORTANT DETAILS

Main Idea: The main idea of a passage is the most important information that the author wants us to understand.

- The main idea is normally stated at the beginning of the passage or paragraph.
- The main idea is usually written in the topic sentence of the passage/paragraph.

Relevant Details: The most important or significant details that tell us more about the main idea.

- Relevant details answer questions about the main idea. They tell us about the who, what, when, where, why and how.
- Relevant details are the major details. Small, insignificant (less important) details are not relevant details.

PRACTICE ONE:

Note: The students read a passage from a Scholastic Action magazine. If you are interested in reading articles from the magazines, you must purchase a subscription.

Main Idea: _____

Relevant Details:


1. _____

2. _____

PRACTICE TWO:

Note: The students read a passage from a Scholastic Action magazine. If you are interested in reading articles from the magazines, you must purchase a subscription.


Main Idea: Underline the sentence or sentences that tell the main idea of the passage.

Relevant Details: Put a star  next to the important details that support the main idea.

PRACTICE THREE:

Note: The students read a passage from a Scholastic Action magazine. If you are interested in reading articles from the magazines, you must purchase a subscription.

Main Idea: Underline the sentence or sentences that tell the main idea of the passage.

Relevant Details: Put a star  next to the important details that support the main idea.

Note: The students read an article called “Killer Pets.” If you are interested in reading this article, you must purchase a subscription.

Lesson Three: Answering the Comprehension Questions and Summarizing the Passage

MATERIALS:

- Student booklet
- “Cute or Deadly” *Scholastic Action* magazine (use pages 16-19)
- Video camera
- Timer
- Pencils/pens
- Highlighters

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say:** Thank you for coming to the lesson today. Today we are going to practice answering comprehension questions, and we are going to learn how to write short summary statements.
- Say:** Now we are going to turn to page 9 in the booklet to begin the lesson. This page gives us an overview of the comprehension questions.
- [Read through the worksheet with the student. When you read through the different *wh* questions, ask the students if they can think of any other examples of the different *wh* questions.]
- [After reading through the worksheet with the student, ask the following question.]
- Say:** Do you have any questions about the *wh* questions?
- [Answer the questions for the student as best you can.]
- Say:** Now we are going to practice answering the *wh* questions about the “Killer Pets” article that we read during lesson one and two (Rainsford, 2012).

- Say:** We are going to write the answers to the questions on the GIST strategy worksheet. Let's start by reviewing what we wrote on the sheet the other day. Turn to page 4 so we can look at the sheet again.
- Say:** What type of text structure did we note?
- [Students should have circled title, heading, picture, caption, map, and bold words.]
- Say:** What did you write for your prediction statement?
- [Have the student read this aloud to you.]
- Say:** What did you already know about this topic? Can you share what you wrote?
- [Have the student read this aloud to you if they wrote something.]
- Say:** Now let's look at the article in the "Cute or Deadly" *Scholastic Action* magazine again (Rainsford, 2012). Open to page 16.
- [Make sure the student has the magazine opened to the correct page.]
- Say:** During the last lesson, you underlined the main ideas of each section, and you put stars next to the important details that supported the main idea.
- Say:** Now we are ready to start answering the comprehension questions.
- Say:** Who is the article about?
- [Wait for the student response. If the student only says that the story is about one person, please show them that the article talks about three different people who own exotic pets: Felicia Frisco, Jim Sautner, and Tracy Coppola (Rainsford, 2012).]
- Say:** Now let's write down our answer on the GIST strategy worksheet together. We do not have to write complete sentences here because we are just listing the information quickly so we can remember who the story is about.
- [Think aloud for the students.]

- **Say:** If a teacher asked me to write down my answer to this question, I would write:
 - ...information related to the article
 - ...information related to the article
- [Write this on your own GIST Strategy sheet or show the student a sheet that is already filled out so that the student can see how you listed the items. Then have the student write the answer on their sheet.]
- **Say:** The second question is, “What.” What is the article about?
- [Wait for the student responses, and respond as necessary.]
- **Say:** Sometimes our answers to the different questions are similar, and that’s ok. When we answer this question, we can say that the article is about people who own exotic pets. We wrote something similar when we answered the “who” question, but that is fine. These questions are helping us identify the most important information in the article (Rainsford, 2012).
- **Say:** If a teacher asked me to write down my answer to this question, I would write:
 - ...information related to the article
 - ...information related to the article
 - ...information related to the article
- [Write this on your own GIST Strategy sheet or show the student a sheet that is already filled out so that the student can see how you listed the items. Then have the student write the answer on their sheet.]
- **Say:** Does this make sense to you?
- **Say:** Do you have any questions?
- [Answer the questions as necessary.]
- **Say:** Now let’s answer the “when” question. When did the events in this article happen? Let me tell you what I think about the answer for this question.

- Say:** This article is pretty current and most of the events happened in the last year. Also, it says that Felicia and Jim still have their pets so we know that is current (Rainsford, 2012).
- Say:** If a teacher asked me to answer this question, I would write:
 - Current**
 - [Write this on your own GIST Strategy sheet or show the student a sheet that is already filled out so that the student can see how you listed the items. Then have the student write the answer on their sheet.]
 - Say:** I would only write this because we don't need to know much else about this. The article does not tell us specific dates and times.
 - Say:** Does this make sense to you?
 - Say:** Do you have any questions?
 - [Answer the questions as necessary.]
 - Say:** Let's talk about the fourth question now. Where did the events in this article take place?
 - [Wait for the student's response and respond as necessary.]
 - Say:** The events in this story happened in the United States and Canada. Felicia lives in Florida with her pet tiger, and Jim lives in Canada with a bison. The article also tells us that there are millions of people in the United States who own exotic pets. In the end of the article, we read that a man released 56 wild animals in Ohio. The map shows us the different laws in each state (Rainsford, 2012).
 - Say:** If a teacher asked me to answer this question, I would write:
 - ...information related to the article.
 - ...information related to the article
 - ...information related to the article

- [Write this on your own GIST Strategy sheet or show the student a sheet that is already filled out so that the student can see how you listed the items. Then have the student write the answer on their sheet.]
- **Say:** The fifth question is “why.” There are two different why questions that I think are important for this article.
- The first question is, “Why did the people in this article want to own exotic pets?” (Rainsford, 2012).
- The second question is, “Why are there laws about owning exotic pets?” (Rainsford, 2012).
- **Say:** If we can answer these two questions, then we will be able to summarize some of the important information.
- **Say:** I think that the people in this story wanted to own exotic pets because they think they are fun and unique pets to have. They probably want something different than a normal pet like a dog or cat. Some other people own exotic pets because they work with exotic animals in their jobs like Tracy Coppola (Rainsford, 2012).
- **Say:** Now, let’s think about the second question, “Why are there laws about owning exotic pets?”
- **Say:** Exotic pets can be very dangerous, and the laws actually help protect both the animals and people. Even though the pets might start out cute when they are babies, they can become really dangerous when they get older. The laws will help protect people from getting hurt. Also, most people don’t have enough space to take care of big animals such as tigers in their homes, so the laws also protect the animals (Rainsford, 2012).
- **Say:** If I were going to answer this question for a teacher, I would write:
 - ...information related to the article
 - ...information related to the article
- [Write this on your own GIST Strategy sheet or show the student a sheet that is already filled out so that the student can see how you listed the items. Then have the student write the answer on their sheet.]

- **Say:** Does this make sense to you?
- **Say:** Do you have any questions?
- [Answer the questions as necessary.]
- **Say:** Now let's answer the last question. The last question is "how." This question is a little harder than the other questions because this article is about so many different examples of exotic pets (Rainsford, 2012).
- **Say:** If a teacher asked me to answer this question, I would just focus on how people are able to own exotic pets. The article says that "it is legal to own a wild animal in many states. In some places you don't even need a permit or license" (Rainsford, 2012, p. 18). [show the students where this is in the article].
- **Say:** On the sheet, I would write:
 - Exotic pets are legal in many places.
- [Write this on your own GIST Strategy sheet or show the student a sheet that is already filled out so that the student can see how you listed the items. Then have the student write the answer on their sheet.]
- **Say:** Does this make sense to you?
- **Say:** Do you have any questions? [Answer the questions as necessary.]
- **Say:** Now we have answered all of the comprehension questions. We are ready to write the summary statement.
- **Say:** When we write the summary statement, we are only going to write 2-3 sentences about what the article is mostly about.
- **Say:** The best thing is that we don't even have to look at the article anymore because we already wrote the most important information down when we answered the comprehension questions.
- **Say:** Let's start by highlighting the most important information that we wrote down in our answers to the comprehension questions.
- **Say:** We basically want to highlight the most important details in the whole story.

- **Say:** Let's highlight ... in the "Who" section because this tells us who the article is mostly about.
- **Say:** In the "what" section, let's highlight ... These things also tell us the most important info of the article.
- **Say:** When we write our summary, we will probably focus on the answers from the "who" and "what" sections the most because those answers tell us the most important information.
- **Say:** We aren't going to highlight anything in the "when" section because that information is not really important to us. The fact that this article is current is important to the story, but this doesn't tell us what the article is mostly about.
- **Say:** In the "where" section we are going to highlight ... This is important to the story and we can include this in our summary.
- **Say:** In the why section we are going to highlight... This is important because it tells us why there are laws about having exotic pets.
- **Say:** We aren't going to highlight anything in the "how" section because this information is not critically important. This is helpful information, but it doesn't tell us what the article is mostly about.
- **Say:** Now that we have highlighted the most important information from the answers to the "wh" questions, we will be able to easily write a summary statement. To do this, I am going to look at all of the highlighted phrases again.
- [Read through the highlighted phrases.]
- **Say:** Now I am going to put the phrases together in 2-4 sentences.
- **Say:** The answers to the "who," "what," and "where" questions are all similar so I am going to combine that information by writing:
 - *Millions of people in the United States own exotic pets like chimpanzees, tigers, and bison (Rainsford, 2012).*
- **Say:** I'm going to include one sentence about Felicia and Jim to add a little extra detail.

- **Say:** I'm going to write:
 - *In this article, Felicia Frisco owns a tiger and Jim Sautner owns a bison (Rainsford, 2012).*
- **Say:** Now I am going to write about how owning these pets can sometimes be dangerous and the laws for owning such pets.
 - *It can be dangerous to own exotic pets, so many states have laws to make sure that the people and pets stay safe (Rainsford, 2012).*
- **Say:** Now we are finished with our summary. It's actually pretty easy to write a summary after you answer the comprehension questions.
- **Say:** Did you think it was easier this way?
 - [Wait for student response and respond as necessary. Have the student write the summary on their sheet at some point during the summary overview.]
- **Say:** Do you have any questions about how to write the summary?
 - [Wait for the student response and respond as necessary.]
- **Say:** Now we are going to wrap up with one last thing. [Add in a word/phrase of praise if appropriate.]
- **Say:** I would like to get feel for how well you can remember the steps for the GIST strategy. The purpose of this strategy is to help you learn how to comprehend and summarize text. I want to make sure that you can do this strategy on your own even if you do not have the GIST sheet with you in other classes. Can you write down the different steps that you need to remember on this sheet for me? This is a learning process, so just try your best right now and try to remember what I asked you to do in each stage.
 - [Allow the student 5-10 minutes to work on this part of the sheet. When the student finishes, go over the steps of the strategy. Use the information on the Modified GIST Steps Answer Sheet to guide your discussion with the student. Have a discussion with the student about the steps in the strategy. This will be different for every student, so base your discussion on the answer sheet which is included in this lesson.]
- **Say:** You did a ____ (use an appropriate adjective) job today!

- Say:** We are going to practice the whole GIST strategy three more times together during the next three lessons.
- Say:** Thank you for coming today.
- Say:** Now I am going to turn off the video tape because we are done for today.

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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LESSON THREE:

Answer Sheets

Answering Comprehension Questions

Comprehension Questions:

- The “wh” comprehension questions help us find the *most important information* in the passage.
- The “wh” questions (Who, What, When, Where, Why, How) all start with the letter “w” or “h.”
- You will use the annotations (underlined and starred sentences) to quickly find the information to these questions.

Overview of the six questions:

Who: Who is the article about?

What: What is the article mostly about? What is happening in the story?

When: When did the story in the article take place? Was it recent or in the past?

Where: Where does the story take place? Where does the person live? Does the article talk about more than one place?

Why: Why did the main event happen in the article? Ex: Why did the person do what they did?

How: How did the main event happen? Ex: How did the person do what they did?

How to Write a Summary

A **summary** tells the most important information about the passage.

Your summary statement should be 2-3 sentences.

Steps:

- Highlight the most important information that you wrote in the answers to the comprehension questions on the GIST sheet. Normally the "Who" and "What" are the most important aspects.
- Turn the highlighted information into a 2-3 summary statement.
- Reread your summary statement to make sure that it makes sense and tells the reader what the article is mostly about.

Practice:

Highlight the most important information in the answers to the comprehension questions on your GIST sheet. Then write a 2-3 sentence summary statement on the GIST sheet.

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:



- Write a prediction of what you think the main idea of the article is:

I think this article is about people who have different types of exotic pets that are usually considered to be dangerous.

During Reading:

- Annotate the text. Underline the main ideas and star (☆) important details in the article.
- Answer the W-H questions that apply.

Who:	
What:	
When:	
Where:	
Why:	
How:	

After reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

Millions of people in the United States own exotic pets like chimpanzees, tigers, and bison. In this article, Felicia Frasio owns a tiger and Jim Sautner owns a bison. It can be dangerous to own exotic pets. So many states have laws to make sure that people and pets stay safe. (Rainsford, 2012)

Modified GIST Strategy Steps Answer Sheet

Before Reading:

What 3 things should you do before reading the article?

1. **Preview:** I should preview the text by looking for the different text structures such as: the title, headings, pictures, caption, maps, bold words, underlined words, and italicized words.
2. **Background:** I need to write down what I already know about the topic.
3. **Prediction:** I need to write a prediction of what I think the passage will be about.

During Reading:

What 2 things should you do as you read the article?

1. **Annotate:** I need to annotate the text by underlining the main ideas and putting a star next to the most important.
2. **Answer:** I need to answer the WH questions about the story: who, what, when, where, why, and how.

After Reading:

What 2 things should you do after you read the article?

1. **Highlight:** I need to highlight the most important details that I wrote in the answers to the WH questions.
2. **Summarize:** I need to write a 2-4 sentence summary statement that tells what the passage is about.

Lesson Four: GIST Strategy Practice One

MATERIALS:

- Student booklet
- Modified GIST Strategy Assessment
- Video camera
- Timer
- Pencils/pens
- Highlighters

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say:** Thank you for coming to the lesson today. Today we are going to read a new article and practice filling out the whole GIST strategy sheet.
- Say:** Now we are going to turn to page 12 in the booklet to begin the lesson. We are going to fill out this GIST sheet together today.
- Let's look at the article on the next page. Today we are going to read an article called "I Use a Robot to Go to School."
- Say:** Take a few minutes to preview this article and look at the different types of text structure. Makes sure to read all of the text structure elements so that you can make a good prediction of what you think the article is mostly about.
- [Wait for the students to finish looking at the text.]
- Say:** Now circle the types of text structure that you looked at.
- [Wait for the students to do that. After the student circles the elements of text structure, have a conversation with them about how the text structures help them understand what the article is about. Use the information on the GIST answer sheet for "I Use a Robot to Go to School" article to guide your discussion with the student.]

- **Say:** Now try to write a prediction of what you think the story is mostly about.
- [After the student writes their prediction, have a conversation with them about how they made their prediction. Use the information on the GIST answer sheet for “I Use a Robot to Go to School” article to guide your discussion with the student.]
- **Say:** Now write about what you already know about the topic.
- **Say:** Now that we have finished previewing the article, we are going to read the article and identify the main ideas and important details as we read.
- **Say:** I’m going to have you read the article aloud to me [Or you can read the article to the student if that is more desirable for the student]. **You can stop whenever you want to underline and star important information.**
- [Have the student begin reading the article. It is ok if they read the article straight through first without stopping. They can always go back and highlight the main ideas and star the important details when they go through the article a second time. You can also tell the student that it is important to read the article more than once if they have difficulty understanding everything the first time. Use the information on the GIST answer sheet for “I Use a Robot to Go to School” article to guide your discussion with the student about the main ideas and important details.]
- **Say:** Now that you have read the passage and annotated the text, you are ready to answer the comprehension questions. Take a few minutes to answer the questions. Remember, that it is ok if you can’t answer every question. Sometimes we don’t have enough information to answer all of the questions.
- [Allow the student several minutes to work on this part of the sheet. When the students finish answering the questions, go over their answers. Use the information on the GIST answer sheet for “I Use a Robot to Go to School” article to guide your discussion with the student about the comprehension questions.]
- **Say:** Now, I want you to look at your answers to the comprehension questions and highlight the most important information that tells us the most about the article.

- [Allow the student a couple of minutes to work on this part of the sheet. When the student finishes highlighting the important details in their answers to the comprehension questions, go over the phrases that they highlighted. Use the information on the GIST answer sheet for “I Use a Robot to Go to School” article to guide your discussion with the student about what to highlight.]
- **Say:** You are almost done now. All you need to do now is write the summary statement based on what you chose to highlight. Take a few minutes to write a 2-4 sentence summary statement on the GIST sheet.
- [Allow the student a couple of minutes to work on this part of the sheet. When the student finishes writing the summary statement, go over their summary. Use the information on the GIST answer sheet for “I Use a Robot to Go to School” article to guide your discussion with the student about how to summarize the article. If need be, help the students write a summary statement. Have a discussion with the student about how their summary would be graded. This will be different for every student, so base your discussion on the GIST rubric which is included in with the answer sheet for this lesson.]
- **Say:** Now we are going to wrap up with one last thing. [Add in a word/phrase of praise if appropriate.]
- **Say:** I would like to get feel for how well you can remember the steps for the GIST strategy. The purpose of this strategy is to help you learn how to comprehend and summarize text. I want to make sure that you can do this strategy on your own even if you do not have the GIST sheet with you in other classes. Can you write down the different steps that you need to remember on this sheet for me? This is a learning process, so just try your best right now and try to remember what I asked you to do in each stage.
- [Allow the student 5-10 minutes to work on this part of the sheet. When the student finishes, go over the steps of the strategy. Use the information on the Modified GIST Steps Answer Sheet to guide your discussion with the student. Have a discussion with the student about the steps in the strategy. This will be different for every student, so base your discussion on the answer sheet which is included in this lesson.]
- **Say:** You did a ____ (use an appropriate adjective) job today!

- Say:** We are going to practice the whole GIST strategy two more times together before you do this on your own.
- Say:** Thank you for coming.
- Say:** Now I am going to turn off the video tape because we are done for now.

[Stop the timer if it has not gone off already, and turn off the video camera.]
[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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LESSON FOUR:

Answer Sheets

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title

Maps

Heading

Bold words

Picture

Underlined words

Caption

Italicized words

- Write a prediction of what you think the main idea of the article is:

Look at the student prediction.

During Reading:

- Annotate the text. Underline the main ideas and star (☆) important details in the article.
- Answer the W-H questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

check to make sure the student included the highlighted information.

Note: The students read an article called “I Use a Robot to Go to School.” If you are interested in reading this article, you must purchase a subscription.

Modified GIST Strategy Steps Answer Sheet

Before Reading:

What 3 things should you do before reading the article?

4. **Preview:** I should preview the text by looking for the different text structures such as: the title, headings, pictures, caption, maps, bold words, underlined words, and italicized words.
5. **Background:** I need to write down what I already know about the topic.
6. **Prediction:** I need to write a prediction of what I think the passage will be about.

During Reading:

What 2 things should you do as you read the article?

3. **Annotate:** I need to annotate the text by underlining the main ideas and putting a star next to the most important.
4. **Answer:** I need to answer the WH questions about the story: who, what, when, where, why, and how.

After Reading:

What 2 things should you do after you read the article?

3. **Highlight:** I need to highlight the most important details that I wrote in the answers to the WH questions.
4. **Summarize:** I need to write a 2-4 sentence summary statement that tells what the passage is about.

Lesson Five: GIST Strategy Practice Two

MATERIALS:

- Student booklet
- Modified GIST Strategy Assessment
- Video camera
- Timer
- Pencils/pens
- Highlighters

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say:** Thank you for coming to the lesson today. Today we are going to read a new article and practice filling out the whole GIST strategy sheet.
- Say:** Now we are going to turn to page 17 in the booklet to begin the lesson. We are going to fill out this GIST sheet together today.
- Let's look at the article on page 18. Today we are going to read an article called "Blind Leap."
- Say:** Take a few minutes to preview this article and look at the different types of text structure. Makes sure to read all of the text structure elements so that you can make a good prediction of what you think the article is mostly about.
- [Wait for the students to finish looking at the text.]
- Say:** Now circle the types of text structure that you looked at.
- [Wait for the students to do that. After the student circles the elements of text structure, have a conversation with them about how the text structures help them understand what the article is about. Use the information on the GIST answer sheet for "Blind Leap" article to guide your discussion with the student.]
- Say:** Now try to write a prediction of what you think the story is mostly about.

- [After the student writes their prediction, have a conversation with them about how they made their prediction. Use the information on the GIST answer sheet for “Blind Leap” article to guide your discussion with the student.]
- **Say:** Now write what you already know about the topic. [You can have a conversation with the student about this].
- **Say:** Now that we have finished previewing the article, we are going to read the article and identify the main ideas and important details as we read.
- **Say:** I’m going to have you read the article aloud to me. You can stop whenever you want to underline and star important information.
- [Have the student begin reading the article. It is ok if they read the article straight through first without stopping. They can always go back and highlight the main ideas and star the important details when they go through the article a second time. You can also tell the student that is important to read the article more than once if they have difficulty understanding everything the first time. Use the information on the GIST answer sheet for “Blind Leap” article to guide your discussion with the student about the main ideas and important details.]
- **Say:** Now that you have read the passage and annotated the text, you are ready to answer the comprehension questions. Take a few minutes to answer the questions. Remember, that it is ok if you can’t answer every question. Sometimes we don’t have enough information to answer all of the questions.
- [Allow the student several minutes to work on this part of the sheet. When the students finish answering the questions, go over their answers. Use the information on the GIST answer sheet for “Blind Leap” article to guide your discussion with the student about the comprehension questions.]
- **Say:** Now, I want you to look at your answers to the comprehension questions and highlight the most important information that tells us the most about the article.
- [Allow the student a couple of minutes to work on this part of the sheet. When the student finishes highlighting the important details in their answers to the comprehension questions, go over the phrases that they highlighted. Use the information on the GIST answer sheet for “Blind Leap” article to guide your discussion with the student about what to highlight.]

- **Say:** You are almost done now. All you need to do now is write the summary statement based on what you chose to highlight. Take a few minutes to write a 2-4 sentence summary statement on the GIST sheet.
- [Allow the student a couple of minutes to work on this part of the sheet. When the student finishes writing the summary statement, go over their summary. Use the information on the GIST answer sheet for “Blind Leap” article to guide your discussion with the student about how to summarize the article. If need be, help the students write a summary statement. Have a discussion with the student about how their summary would be graded. This will be different for every student, so base your discussion on the GIST rubric which is included in with the answer sheet for this lesson.]
- **Say:** Now we are going to wrap up with one last thing. [Add in a word/phrase of praise if appropriate.]
- **Say:** I would like to get feel for how well you can remember the steps for the GIST strategy. The purpose of this strategy is to help you learn how to comprehend and summarize text. I want to make sure that you can do this strategy on your own even if you do not have the GIST sheet with you in other classes. Can you write down the different steps that you need to remember on this sheet for me? This is a learning process, so just try your best right now and try to remember what I asked you to do in each stage.
- [Allow the student 5-10 minutes to work on this part of the sheet. When the student finishes, go over the steps of the strategy. Use the information on the Modified GIST Assessment answer sheet to guide your discussion with the student. Have a discussion with the student about the steps in the strategy. This will be different for every student, so base your discussion on the answer sheet which is included in this lesson.]
- **Say:** You did a ____ (use an appropriate adjective) job today!
- **Say:** We are going to practice the whole GIST strategy two more times together before you do this on your own.
- **Say:** Thank you for coming.
- **Say:** Now I am going to turn off the video tape because we are done for now.

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.] _____ / 26

LESSON FIVE:

Answer Sheets

"Blind Leap"

Modified GIST Strategy

Before Reading:

- **Preview** the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title

Maps

Heading

Bold words

Picture

Underlined words

Caption

Italicized words

- **Write a prediction** of what you think the main idea of the article is:

Check the student prediction.

During Reading:

- **Annotate** the text. Underline the main ideas and star (☆) important details in the article.
- **Answer** the W-H questions that apply.

Who

What

When

Where

Why

How

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

Make sure the student's statement includes the highlighted information.

Note: The students read an article called “Blind Leap.” If you are interested in reading this article, you must purchase a subscription.

Modified GIST Strategy Steps Answer Sheet

Before Reading:

What 3 things should you do before reading the article?

1. **Preview:** I should preview the text by looking for the different text structures such as: the title, headings, pictures, caption, maps, bold words, underlined words, and italicized words.
2. **Background:** I need to write down what I already know about the topic.
3. **Prediction:** I need to write a prediction of what I think the passage will be about.

During Reading:

What 2 things should you do as you read the article?

1. **Annotate:** I need to annotate the text by underlining the main ideas and putting a star next to the most important.
2. **Answer:** I need to answer the WH questions about the story: who, what, when, where, why, and how.

After Reading:

What 2 things should you do after you read the article?

1. **Highlight:** I need to highlight the most important details that I wrote in the answers to the WH questions.
2. **Summarize:** I need to write a 2-4 sentence summary statement that tells what the passage is about.

Lesson Six: GIST Strategy Practice Three

MATERIALS:

- Student booklet
- Modified GIST Strategy Assessment
- Video camera
- Timer
- Pencils/pens
- Highlighters

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say:** Thank you for coming to the lesson today. Today we are going to read a new article and practice filling out the whole GIST strategy sheet.
- Say:** Now we are going to turn to page 23 in the booklet to begin the lesson. We are going to fill out this GIST sheet together today.
- Let's look at the article on pages 23-26 [or say the "next page"]. Today we are going to read an article called "Homeless to Harvard."
- Say:** Take a few minutes to preview this article and look at the different types of text structure. Makes sure to read all of the text structure elements so that you can make a good prediction of what you think the article is mostly about.
- [Wait for the students to finish looking at the text.]
- Say:** Now circle the types of text structure that you looked at.
- [Wait for the students to do that. After the student circles the elements of text structure, have a conversation with them about how the text structures help them understand what the article is about. Use the information on the GIST answer sheet for "Homeless to Harvard" article to guide your discussion with the student.]

- **Say:** Now try to write a prediction of what you think the story is mostly about.
- [After the student writes their prediction, have a conversation with them about how they made their prediction. Use the information on the GIST answer sheet for “Homeless to Harvard” article to guide your discussion with the student.]
- **Say:** Now write what you already know about the topic. [You can have a conversation with the student about this if necessary].
- **Say:** Now that we have finished previewing the article, we are going to read the article and identify the main ideas and important details as we read.
- **Say:** I’m going to have you read the article aloud to me. You can stop whenever you want to underline and star important information.
- [Have the student begin reading the article. It is ok if they read the article straight through first without stopping. They can always go back and highlight the main ideas and star the important details when they go through the article a second time. You can also tell the student that is important to read the article more than once if they have difficulty understanding everything the first time. Use the information on the GIST answer sheet for “Homeless to Harvard” article to guide your discussion with the student about the main ideas and important details.]
- **Say:** Now that you have read the passage and annotated the text, you are ready to answer the comprehension questions. Take a few minutes to answer the questions. Remember, that it is ok if you can’t answer every question. Sometimes we don’t have enough information to answer all of the questions.
- [Allow the student several minutes to work on this part of the sheet. When the students finish answering the questions, go over their answers. Use the information on the GIST answer sheet for “Homeless to Harvard” article to guide your discussion with the student about the comprehension questions.]
- **Say:** Now, I want you to look at your answers to the comprehension questions and highlight the most important information that tells us the most about the article.
- [Allow the student a couple of minutes to work on this part of the sheet. When the student finishes highlighting the important details in their answers to the comprehension questions, go over the phrases that they highlighted. Use the

information on the GIST answer sheet for “Homeless to Harvard” article to guide your discussion with the student about what to highlight.]

- **Say:** You are almost done now. All you need to do now is write the summary statement based on what you chose to highlight. Take a few minutes to write a 2-4 sentence summary statement on the GIST sheet.
- [Allow the student a couple of minutes to work on this part of the sheet. When the student finishes writing the summary statement, go over their summary. Use the information on the GIST answer sheet for “Homeless to Harvard” article to guide your discussion with the student about how to summarize the article. If need be, help the students write a summary statement. Have a discussion with the student about how their summary would be graded. This will be different for every student, so base your discussion on the GIST rubric which is included in with the answer sheet for this lesson.]
- **Say:** Now we are going to wrap up with one last thing. [Add in a word/phrase of praise if appropriate.]
- **Say:** I would like to get feel for how well you can remember the steps for the GIST strategy. The purpose of this strategy is to help you learn how to comprehend and summarize text. I want to make sure that you can do this strategy on your own even if you do not have the GIST sheet with you in other classes. Can you write down the different steps that you need to remember on this sheet for me? This is a learning process, so just try your best right now and try to remember what I asked you to do in each stage.
- [Allow the student 5-10 minutes to work on this part of the sheet. When the student finishes, go over the steps of the strategy. Use the information on the Modified GIST Assessment answer sheet to guide your discussion with the student. Have a discussion with the student about the steps in the strategy. This will be different for every student, so base your discussion on the answer sheet which is included in this lesson.]
- **Say:** You did a ____ (use an appropriate adjective) job!
- **Say:** Thank you for coming.
- **Say:** Now I am going to turn off the video tape because we are done for now.

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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LESSON SIX:

Answer Sheets

"Homeless to Harvard"

Modified GIST Strategy

Before Reading:

- Preview the text by scanning the text-structure elements. Circle the text patterns that helped you get a feel for the passage:

Title
Maps

Heading
Bold words

Picture
Underlined words

Caption
Italicized words

- Write a prediction of what you think the main idea of the article is:

Check Student Answers.

During Reading:

- Annotate the text. Underline the main ideas and star (☆) important details in the article.
- Answer the W-H questions that apply.

Who:

What:

When:

Where:

Why:

How:

After Reading:

- Highlight the most important details in your answers to the W-H questions.
- Write a brief two to four sentence summary statement of the passage.

Make sure the student's statement includes the highlighted information.

Note: The students read an article called “Homeless to Harvard.” If you are interested in reading this article, you must purchase a subscription.

Modified GIST Strategy Assessment Answer Sheet

Before Reading:

What 3 things should you do before reading the article?

- 1. Preview:** I should preview the text by looking for the different text structures such as:
the title, headings, pictures, caption, maps, bold words, underlined words, and italicized words.
- 2. Background:** I need to write down what I already know about the topic.
- 3. Prediction:** I need to write a prediction of what I think the passage will be about.

During Reading:

What 2 things should you do as you read the article?

- 1. Annotate:** I need to annotate the text by underlining the main ideas and putting a star next to the most important.
- 2. Answer:** I need to answer the WH questions about the story: who, what, when, where, why, and how.

After Reading:

What 2 things should you do after you read the article?

- 1. Highlight:** I need to highlight the most important details that I wrote in the answers to the WH questions.
- 2. Summarize:** I need to write a 2-4 sentence summary statement that tells what the passage is about.

GENERIC SCRIPT FOR ADDITIONAL TUTORING LESSONS
Lesson _____ : GIST Strategy Practice

MATERIALS:

- Student booklet
- Modified GIST Strategy Assessment
- Video camera
- Timer
- Pencils/pens
- Highlighters
- Randomly selected *Scholastic Action* article

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say:** Thank you for coming to the lesson today. Today we are going to read a new article and practice filling out the whole GIST strategy sheet.
- Say:** Now we are going to turn to page _____ in the booklet to begin the lesson. We are going to fill out this GIST sheet together today.
- Let's look at the article called _____** [say the name of the article that was randomly selected for use].
- Say:** Take a few minutes to preview this article and look at the different types of text structure. Make sure to read all of the text structure elements so that you can make a good prediction of what you think the article is mostly about.
- [Wait for the students to finish looking at the text.]
- Say:** Now circle the types of text structure that you looked at.
- [Wait for the students to do that. After the student circles the elements of text structure, have a conversation with them about how the text structures help them understand what the article is about. This conversation will be different for each student because the article was randomly selected.]

- **Say:** Now try to write a prediction of what you think the story is mostly about.
- [After the student writes their prediction, have a conversation with them about how they made their prediction.]
- **Say:** Now that we have finished previewing the article, we are going to read the article and identify the main ideas and important details as we read.
- **Say:** I'm going to have you read the article aloud to me. You can stop whenever you want to underline the main ideas and star important details.
- [Have the student begin reading the article. It is ok if they read the article straight through first without stopping. They can always go back and highlight the main ideas and star the important details when they go through the article a second time. You can also tell the student that is important to read the article more than once if they have difficulty understanding everything the first time.]
- **Say:** Now that you have read the passage and annotated the text, you are ready to answer the comprehension questions. Take a few minutes to answer the questions. Remember, that it is ok if you can't answer every question. Sometimes we don't have enough information to answer all of the questions.
- [Allow the student several minutes to work on this part of the sheet. When the student finishes answering the questions, go over their answers.]
- **Say:** Now, I want you to look at your answers to the comprehension questions and highlight the most important information that tells us the most about the article.
- [Allow the student a couple of minutes to work on this part of the sheet. When the student finishes highlighting the important details in their answers to the comprehension questions, go over the phrases that they highlighted.]
- **Say:** You are almost done now. All you need to do now is write the summary statement based on what you chose to highlight. Take a few minutes to write a 2-3 sentence summary statement on the GIST sheet.
- [Allow the student a couple of minutes to work on this part of the sheet. When the student finishes writing the summary statement, go over their summary. This discussion will vary for each participant because the article was randomly

selected. If need be, help the students write a summary statement. Have a discussion with the student about how their summary would be graded. This will be different for every student, so base your discussion on the GIST rubric which is included in the Intervention Manual.]

- **Say:** Now we are going to wrap up with one last thing. [Add in a word/phrase of praise if appropriate.]
- **Say:** I would like to get feel for how well you can remember the steps for the GIST strategy. The purpose of this strategy is to help you learn how to comprehend and summarize text. I want to make sure that you can do this strategy on your own even if you do not have the GIST sheet with you in other classes. Can you write down the different steps that you need to remember on this sheet for me? This is a learning process, so just try your best right now and try to remember what I asked you to do in each stage.
- [Allow the student 5-10 minutes to work on this part of the sheet. When the student finishes, go over the steps of the strategy. Use the information on the Modified GIST Assessment answer sheet to guide your discussion with the student. Have a discussion with the student about the steps in the strategy. This will be different for every student, so base your discussion on the answer sheet which is included in this lesson.]
- **Say:** You did a ____ (use an appropriate adjective) job today!
- **Say:** Thank you for coming today.
- **Say:** Now I am going to turn off the video tape because we are done for today.

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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Independent Practice #1

MATERIALS:

- Student booklet
- Video camera
- Timer
- Pencils/pens
- Highlighters
- Randomly selected *Scholastic Action* article

[Before the session, randomly select the article from the set of *Scholastic Action* articles. Do this by drawing a number out of the participant's Ziploc bag which is located in the reading resource room. Each participant has a Ziploc bag with numbers one through 15 written on small pieces of cardstock. Pick one of the pieces of cardstock and provide the student with the article that correlates with the number that you drew from the bag. Write down the article that was selected on the article random assignment list next to the student materials, and then discard the piece of cardstock that you drew from the bag.]

[When you are ready to begin the lesson, read the script below.]

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos without your permission.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say: Thank you for coming to the lesson today. Today I am going to give you an article to read, and then you will be able to fill out the modified GIST sheet based on the information you read.**
- [Give the student a copy of the randomly selected *Scholastic Action* article.]
- Say: Now we are going to turn to page 32/33 in the booklet to begin the lesson. I am going to have you fill out the modified GIST sheet on your own today.**
- You can read the article on your own, fill out the sheet on your own, and you can start when you are ready.**
- [Wait for the student to begin working on their own. If they do not begin to work, you can prompt them by saying something like, "Try to get started by previewing

the article,” or “Try to remember the steps that we used before, or look at the modified GIST sheet to remember the steps.”]

- [The students should complete the entire exercise as independently as possible. If the student asks questions, you may respond by providing one of the following cues/responses (You may paraphrase the following responses to fit the situation at hand as long as the meaning of the responses remains the same)]:

“You may want to begin by previewing the text.”

“You can look back at lesson one to remember what text structures are.”

“Look at the modified GIST strategy sheet to remember the steps to take.”

“You can look back at the other sheets we filled out together to remember how to do that part.”

“I’m sorry, but I actually want you to try to figure that out on your own today.”

“You can take a break if you need to rest for a few minutes.”

- [After the students finish filling out the modified GIST strategy sheet, commend them on their hard work and wrap up the lesson.]
- **Say: You worked hard. Great job! Now we are going to wrap up.**
- **Say: Thank you for coming.**
- **Say: Now I am going to turn off the video tape because we are done for now.**

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

_____ / 10

Independent Practice #2

MATERIALS:

- Student booklet
- Video camera
- Timer
- Pencils/pens
- Highlighters
- Randomly selected *Scholastic Action* article

[Before the session, randomly select the article from the set of *Scholastic Action* articles. Do this by drawing a number out of the participant's Ziploc bag which is located in the reading resource room. Each participant has a Ziploc bag with numbers one through 15 written on small pieces of cardstock. Pick one of the pieces of cardstock and provide the student with the article that correlates with the number that you drew from the bag. Write down the article that was selected on the article random assignment list next to the student materials, and then discard the piece of cardstock that you drew from the bag.]

[When you are ready to begin the lesson, read the script below.]

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos without your permission.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say: Thank you for coming to the lesson today. Today I am going to give you an article to read, and then you will be able to fill out the modified GIST sheet based on the information you read.**
- [Give the student a copy of the randomly selected *Scholastic Action* article.]
- Say: Now we are going to turn to page 34/35 in the booklet to begin the lesson. I am going to have you fill out the modified GIST sheet on your own today.**
- You can read the article on your own, fill out the sheet on your own, and you can start when you are ready.**
- [Wait for the student to begin working on their own. If they do not begin to work, you can prompt them by saying something like, "Try to get started by previewing

the article,” or “Try to remember the steps that we used before, or look at the modified GIST sheet to remember the steps.”]

- [The students should complete the entire exercise as independently as possible. If the student asks questions, you may respond by providing one of the following cues/responses (You may paraphrase the following responses to fit the situation at hand as long as the meaning of the responses remains the same)]:

“You may want to begin by previewing the text.”

“You can look back at lesson one to remember what text structures are.”

“Look at the modified GIST strategy sheet to remember the steps to take.”

“You can look back at the other sheets we filled out together to remember how to do that part.”

“I’m sorry, but I actually want you to try to figure that out on your own today.”

“You can take a break if you need to rest for a few minutes.”

- [After the students finish filling out the modified GIST strategy sheet, commend them on their hard work and wrap up the lesson.]
- **Say: You worked hard. Great job! Now we are going to wrap up.**
- **Say: Thank you for coming.**
- **Say: Now I am going to turn off the video tape because we are done for now.**

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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Independent Practice #3

MATERIALS:

- Student booklet
- Video camera
- Timer
- Pencils/pens
- Highlighters
- Randomly selected *Scholastic Action* article

[Before the session, randomly select the article from the set of *Scholastic Action* articles. Do this by drawing a number out of the participant's Ziploc bag which is located in the reading resource room. Each participant has a Ziploc bag with numbers one through 15 written on small pieces of cardstock. Pick one of the pieces of cardstock and provide the student with the article that correlates with the number that you drew from the bag. Write down the article that was selected on the article random assignment list next to the student materials, and then discard the piece of cardstock that you drew from the bag.]

[When you are ready to begin the lesson, read the script below.]

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos without your permission.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say: Thank you for coming to the lesson today. Today I am going to give you an article to read, and then you will be able to fill out the modified GIST sheet based on the information you read.**
- [Give the student a copy of the randomly selected *Scholastic Action* article.]
- Say: Now we are going to turn to page 36/37 in the booklet to begin the lesson. I am going to have you fill out the modified GIST sheet on your own today.**
- You can read the article on your own, fill out the sheet on your own, and you can start when you are ready.**
- [Wait for the student to begin working on their own. If they do not begin to work, you can prompt them by saying something like, "Try to get started by previewing

the article,” or “Try to remember the steps that we used before, or look at the modified GIST sheet to remember the steps.”]

- [The students should complete the entire exercise as independently as possible. If the student asks questions, you may respond by providing one of the following cues/responses (You may paraphrase the following responses to fit the situation at hand as long as the meaning of the responses remains the same)]:

“You may want to begin by previewing the text.”

“You can look back at lesson one to remember what text structures are.”

“Look at the modified GIST strategy sheet to remember the steps to take.”

“You can look back at the other sheets we filled out together to remember how to do that part.”

“I’m sorry, but I actually want you to try to figure that out on your own today.”

“You can take a break if you need to rest for a few minutes.”

- [After the students finish filling out the modified GIST strategy sheet, commend them on their hard work and wrap up the lesson.]
- **Say: You worked hard. Great job! Now we are going to wrap up.**
- **Say: Thank you for coming.**
- **Say: Now I am going to turn off the video tape because we are done for now.**

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

_____ / 10

Independent Practice #4

MATERIALS:

- Student booklet
- Video camera
- Timer
- Pencils/pens
- Highlighters
- Randomly selected *Scholastic Action* article

[Before the session, randomly select the article from the set of *Scholastic Action* articles. Do this by drawing a number out of the participant's Ziploc bag which is located in the reading resource room. Each participant has a Ziploc bag with numbers one through 15 written on small pieces of cardstock. Pick one of the pieces of cardstock and provide the student with the article that correlates with the number that you drew from the bag. Write down the article that was selected on the article random assignment list next to the student materials, and then discard the piece of cardstock that you drew from the bag.]

[When you are ready to begin the lesson, read the script below.]

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos without your permission.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say:** Thank you for coming to the lesson today. Today I am going to give you an article to read, and then you will be able to fill out the modified GIST sheet based on the information you read.
- [Give the student a copy of the randomly selected *Scholastic Action* article.]
- Say:** Now we are going to turn to page 38/39 in the booklet to begin the lesson. I am going to have you fill out the modified GIST sheet on your own today.
- You can read the article on your own, fill out the sheet on your own, and you can start when you are ready.
- [Wait for the student to begin working on their own. If they do not begin to work, you can prompt them by saying something like, "Try to get started by previewing

the article,” or “Try to remember the steps that we used before, or look at the modified GIST sheet to remember the steps.”]

- [The students should complete the entire exercise as independently as possible. If the student asks questions, you may respond by providing one of the following cues/responses (You may paraphrase the following responses to fit the situation at hand as long as the meaning of the responses remains the same)]:

“You may want to begin by previewing the text.”

“You can look back at lesson one to remember what text structures are.”

“Look at the modified GIST strategy sheet to remember the steps to take.”

“You can look back at the other sheets we filled out together to remember how to do that part.”

“I’m sorry, but I actually want you to try to figure that out on your own today.”

“You can take a break if you need to rest for a few minutes.”

- [After the students finish filling out the modified GIST strategy sheet, commend them on their hard work and wrap up the lesson.]
- **Say: You worked hard. Great job! Now we are going to wrap up.**
- **Say: Thank you for coming.**
- **Say: Now I am going to turn off the video tape because we are done for now.**

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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Independent Practice #5

MATERIALS:

- Student booklet
- Video camera
- Timer
- Pencils/pens
- Highlighters
- Randomly selected *Scholastic Action* article

[Before the session, randomly select the article from the set of *Scholastic Action* articles. Do this by drawing a number out of the participant's Ziploc bag which is located in the reading resource room. Each participant has a Ziploc bag with numbers one through 15 written on small pieces of cardstock. Pick one of the pieces of cardstock and provide the student with the article that correlates with the number that you drew from the bag. Write down the article that was selected on the article random assignment list next to the student materials, and then discard the piece of cardstock that you drew from the bag.]

[When you are ready to begin the lesson, read the script below.]

Say: I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos without your permission.

[Turn on the video recorder, and set the timer for forty minutes.]

[Give the student their booklet from the last session].

- Say: Thank you for coming to the lesson today. Today I am going to give you an article to read, and then you will be able to fill out the modified GIST sheet based on the information you read.**
- [Give the student a copy of the randomly selected *Scholastic Action* article.]
- Say: Now we are going to turn to page 40/41 in the booklet to begin the lesson. I am going to have you fill out the modified GIST sheet on your own today.**
- You can read the article on your own, fill out the sheet on your own, and you can start when you are ready.**
- [Wait for the student to begin working on their own. If they do not begin to work, you can prompt them by saying something like, "Try to get started by previewing

the article,” or “Try to remember the steps that we used before, or look at the modified GIST sheet to remember the steps.”]

- [The students should complete the entire exercise as independently as possible. If the student asks questions, you may respond by providing one of the following cues/responses (You may paraphrase the following responses to fit the situation at hand as long as the meaning of the responses remains the same)]:

“You may want to begin by previewing the text.”

“You can look back at lesson one to remember what text structures are.”

“Look at the modified GIST strategy sheet to remember the steps to take.”

“You can look back at the other sheets we filled out together to remember how to do that part.”

“I’m sorry, but I actually want you to try to figure that out on your own today.”

“You can take a break if you need to rest for a few minutes.”

- [After the students finish filling out the modified GIST strategy sheet, commend them on their hard work and wrap up the lesson.]
- **Say: You worked hard. Great job! Now we are going to wrap up.**
- **Say: Thank you for coming.**
- **Say: Now I am going to turn off the video tape because we are done for now.**

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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Independent Practice # _____

MATERIALS:

- Student booklet
- Video camera
- Timer
- Pencils/pens
- Highlighters
- Randomly selected *Scholastic Action* article

[Before the session, randomly select the article from the set of *Scholastic Action* articles. Do this by drawing a number out of the participant's Ziploc bag which is located in the reading resource room. Each participant has a Ziploc bag with numbers one through 15 written on small pieces of cardstock. Pick one of the pieces of cardstock and provide the student with the article that correlates with the number that you drew from the bag. Write down the article that was selected on the article random assignment list next to the student materials, and then discard the piece of cardstock that you drew from the bag.]

[When you are ready to begin the lesson, read the script below.]

- Say:** I am going to video tape the lesson today so that I can go back and make sure that every teacher taught the lesson the same way. Only the teachers will see the tapes, and no one else will be able to see the videos without your permission.
- [Turn on the video recorder, and set the timer for forty minutes.]
- [Give the student their booklet from the last session].
- Say:** Thank you for coming to the lesson today. Today I am going to give you an article to read, and then you will be able to fill out the modified GIST sheet based on the information you read.
- [Give the student a copy of the randomly selected *Scholastic Action* article.]
- Say:** Now we are going to turn to page _____ in the booklet to begin the lesson. I am going to have you fill out the modified GIST sheet on your own today.
- [Wait for the student to begin working on their own. If they do not begin to work, you can prompt them by saying something like, "Try to get started by previewing

the article,” or “Try to remember the steps that we used before, or look at the modified GIST sheet to remember the steps.”]

- [The students should complete the entire exercise as independently as possible. If the student asks questions, you may respond by providing one of the following cues/responses (You may paraphrase the following responses to fit the situation at hand as long as the meaning of the responses remains the same)]:

“You may want to begin by previewing the text.”

“You can look back at lesson one to remember what text structures are.”

“Look at the modified GIST strategy sheet to remember the steps to take.”

“You can look back at the other sheets we filled out together to remember how to do that part.”

“I’m sorry, but I actually want you to try to figure that out on your own today.”

“You can take a break if you need to rest for a few minutes.”

- [After the students finish filling out the modified GIST strategy sheet, commend them on their hard work and wrap up the lesson.]
- **Say: You worked hard today. Great job! Now we are going to wrap up.**
- **Say: Thank you for coming today.**
- **Say: Now I am going to turn off the video tape because we are done for today.**

[Stop the timer if it has not gone off already, and turn off the video camera.]

[Walk the student back to class, or write him/her a pass to go back to class on their own.]

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