

Michigan's Multi-Tiered System of Supports Technical Assistance Center April 2025 – Version 1.0

Performance Feedback: Get the Gist Routine

Today, we will **describe** the Get the Gist Routine

Activity 3.3

Describing Key Elements of the Get the Gist Routine

Description: In the breakout room, each partner describes each step in the routine. The listener checks off each step described by the partner on the feedback sheet. **The goal is three trials at 80% accuracy or better.**

Setup: First, watch and listen while I describe the steps in the routine. Use the feedback sheet to check off each step you hear. Next, you'll move into breakout rooms to practice describing each step to your partner, and your partner will give you feedback.

Step 1: Move into a breakout room with your partner, decide who is Partner A and B.

Step 2: Partner A describes each step in the routine, Partner B uses the checklist.

Step 3: Partner B shares feedback with Partner A using the checklist.

Step 4: Partner B describes each step in the routine, Partner A uses the checklist.

Step 5: Partner A shares feedback with Partner B using the checklist.

Ρ		1	2	3	Describing the Get the Gist Routine			
					Explain that we use the routine to help understand what we read.			
					Next ask who or what is this about? (Name the who or what.)			
					Next ask what is the most important idea about the who or what? (Identify two or three important details about the who or what.)			
					Next ask what is the main idea? (Shrink it. Say it/Write it in 10 words.)			
					Put it in your own words.			
					Check for understanding.			

Activity 3.3



Performance Feedback: Get the Gist

Let's practice! Today, we will practice the routine for Get the Gist.

Activity 3.3

Practicing Key Elements of the Get the Gist Routine

Description: In the breakout room, each partner practices each step in the routine. The listener checks off each step described by the partner on the feedback sheet. **The goal is three trials at 80% accuracy or better.**

Setup: First, watch and listen while I model the steps in the routine. Use the feedback sheet to check off each step you see. Next, you'll move into breakout rooms to practice each step, and your partner will give you feedback.

Step 1: Move into a breakout room with your partner, decide who is Partner A and B.

Step 2: Partner A practices the routine with a big word, Partner B uses the checklist.

Step 3: Partner B shares feedback with Partner A using the checklist.

Step 4: Partner B practices each step in the routine, Partner A uses the checklist.

Step 5: Partner A shares feedback with Partner B using the checklist.

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Р		1	2	3	Practicing the Get the Gist Routine				
					Explain that we use the routine to help understand what we read.				
					Next ask who or what is this about? (Name the who or what.)				
					Next ask what is the most important idea about the who or what? (Identify two or three important details about the who or what.)				
					Next ask what is the main idea? (Shrink it. Say it/Write it in 10 words.)				
					Put it in your own words.				
					Check for understanding.				

Activity 3.3

Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.