**Scaffolding “Strategic Sentence Starters” Rational**

1. Guides students’ processing of new learning.

2. Provides a template of teacher expectations.

3. Provides ‘road signs’ to help the student determine if they

are performing to expectations.

4. Explicitly teaches various types of thinking comprehension.

5. Pair these with Thinking Maps to increase independent

 reading, thinking, and writing

**Planning and Goal Setting**

-My goal is…

-My top priority (or most important job) is

-I will accomplish my goal by…

**Tapping Prior Knowledge**

-I already know…

-This reminds me of…

-This relates to…

**Asking Questions**

-I wonder why…

-What if…?

-How come…?

**Making Predictions**

-I’ll bet that…

-I think…

-If\_\_\_\_\_\_\_\_\_\_\_\_, then…

**Visualizing**

-I can picture…

-In my mind, I see…

-If this were a movie…

**Making Connections**

-This reminds me of…

-I experienced this once when…

-I can relate to this because once…

**Summarizing**

-The basic gist is…

-The key information is…

-In a nutshell, this says that…

**Monitoring**

-I got lost here because…

-I need to reread the part where…

-I know I’m on the right track because…

**Clarifying**

-To understand better, I need to know about…

-Something that is still not clear is…

-I’m guessing that this means\_\_\_\_\_\_\_\_\_\_\_, but I need to know…

**Reflecting and Relating**

-So, the big idea is…

-A conclusion I’m drawing is…

-This is relevant to my life because…

**Evaluating**

-I like/don’t like \_\_\_\_\_\_\_\_\_\_ because…

-My opinion is \_\_\_\_\_\_\_\_\_\_\_ because…

-The most important message is \_\_\_\_\_\_\_\_\_\_ because…

**Summary Frame Rational**

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**Sequence Summary Frame**

In order to \_\_\_\_\_\_\_\_\_\_\_\_\_ you must follow several steps.

First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Chronological Summary Frame**

(Passage/book/story) \_\_\_\_\_\_\_\_\_\_\_\_ has a specific order.

At the beginning, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

After that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The, \_\_\_\_\_\_\_\_\_\_\_ ended when \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Compare-Contrast Summary Frame**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are alike and are different in several ways. First, they are alike because \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_, but they are different \_\_\_\_\_\_\_\_\_\_\_\_.

Secondly, \_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_ while \_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_.

Finally, \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are alike because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but they are different because \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_.

**Problem-Solution Summary Frame**

The problem began when \_\_\_\_\_\_\_\_\_\_\_. The \_\_\_\_\_\_\_\_\_\_ tried to \_\_\_\_\_\_\_\_\_\_\_\_\_. After that, \_\_\_\_\_\_\_\_\_\_\_\_\_. Then, \_\_

\_\_\_\_\_\_\_\_. The problem was finally resolved when \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_.

**Definition/Word Meaning Summary Frame**

The word/concept \_\_\_\_\_\_\_\_\_ is important to (subject) \_\_\_\_\_\_. It relates to (category or idea it belongs to) \_\_\_\_\_\_\_\_\_\_\_.

One main characteristic of (word/concept) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Another key characteristic/element is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

An example of this word/concept is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Main Idea/Details Summary Frame**

The main idea of this passage is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

One fact/example that supports this main idea is \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_. Another fact/example that supports this main point is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In addition, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ illustrates that (main idea) \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Cause/Effect Summary Frame**

In order to understand the (effect/result) \_\_\_\_\_\_\_\_\_\_\_\_\_ you must identify the causes.

The first cause of (effect/result) \_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_.

Secondly, \_\_\_\_\_\_\_\_\_\_\_\_\_ was another cause of (effect/result) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A third cause of (effect/result) \_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_.

It is clear that (effect/result) \_\_\_\_\_\_\_\_\_\_\_\_\_ has a number of contributing causes.

**Character Trait Analysis Summary Frame**

A significant personality characteristic of (character name) \_\_\_

\_\_\_\_\_\_\_\_\_ in the (book/passage/story) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is that he/she was (characteristic) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The first incident where/way that the character demonstrates (characteristic) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A second incident where/way that the character demonstrates this trait \_\_\_\_\_\_\_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_\_\_. (Character name) \_\_\_\_\_\_\_\_\_\_also shows this trait when he/she \_\_\_\_\_\_\_\_\_\_\_. Finally, (character) \_\_\_\_\_\_\_\_ shows that he/she is (characteristic) \_\_\_\_\_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It is clear that (characteristic) \_\_\_\_\_\_\_\_\_\_\_\_ makes (character) \_\_\_\_\_\_\_\_\_\_\_\_ an (choose one interesting, fascinating, important …) charter in (book/story/passage) \_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Conclusion/Generalization Summary Frame**

A person can conclude that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The first reason for/evidence that (conclusion/generalization) \_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A second reason for/evidence that (conclusion/generalization) \_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Yet another example that (conclusion/generalization) \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There is no question then that (conclusion/generalization) \_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.