

Handout

Say Something Sentence Starters¹

Directions: Assign roles by deciding who will start reading out loud and who will pause the reader to “say something” about the text using the prompts below: a comment, question, clarifying statement, connection, or prediction. The reader starts reading out loud and after a bit, the other student pauses the reader to “say something.” Group members can contribute to the discussion at this time. Then change roles.

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| <p>Make a Comment</p> <p>The most valuable idea is . . .</p> <p>My favorite part/character so far is . . .</p> <p>I think that . . .</p> <p>This is confusing because . . .</p> <p>I don’t like this part because . . .</p> <p>This is similar to . . .</p> <p>This is different from . . .</p> <p>I noticed that . . .</p> <p>I’m surprised that . . .</p> <p>From this part, I can visualize . . .</p> | <p>Ask a Question</p> <p>Why did . . .</p> <p>What motivated them to . . .</p> <p>Why did they choose to . . .</p> <p>What happened when . . .</p> <p>Who is . . .</p> <p>How does _____ connect to . . .</p> <p>Do you think that . . .</p> <p>What makes you say . . .</p> <p>I wonder why the author . . .</p> |
| <p>Clarify Something</p> <p>This makes sense now because . . .</p> <p>It is all clear to me now because . . .</p> <p>Are you sure? I think this means . . .</p> <p>I agree with you that this suggests . . .</p> <p>I used to think . . . but now I think . . .</p> <p>I still think . . . but I would like to add . . .</p> <p>I’m not sure that . . .</p> <p>I would like to talk about . . .</p> <p>I have a different idea . . .</p> | <p>Make a Connection</p> <p>This part/character reminds me of . . .</p> <p>This is similar to . . .</p> <p>This is different from . . .</p> <p>Something like this happened to me when . . .</p> <p>I see what the text is saying, but from my experience, it’s more like . . .</p> <p>This setting makes me think of . . .</p> <p>This reminds me of . . .</p> <p>I can relate to this because . . .</p> |
| <p>Make a Prediction</p> <p>This reminds me of . . . Based on that, I think . . . will happen next.</p> <p>This character/scene/setting is like . . .because . . .</p> <p>I wonder if . . .</p> <p>Based on what is happening here, I bet . . . will happen next because . . .</p> <p>I think that . . .</p> | <p>Other (Write your own ideas here!)</p> |

¹ Adapted from Beers, Kylene. *When Kids Can’t Read: What Teachers Can Do*. (Portsmouth, NH: Heinemann Publishers), 2003, page 108.