



STAR

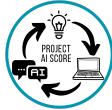
Background and Implementation



Understanding the STAR Strategy

The STAR Strategy is...

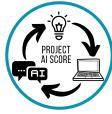
- A **step-by-step process** for **organizing evidence-based responses** in writing
- **Core components:** Set Up, Text Evidence, Analyze, Restate



Understanding the STAR Strategy

This strategy...

- **Supports:** Planning and Drafting
- **Applies To:** Informational Writing
- **Grade Levels:** Grades 4–8



Purpose and effectiveness

What it Helps Students Do:

- Organize short written responses to text-based questions
- Incorporate textual evidence effectively
- Explain and analyze evidence clearly



Purpose and effectiveness

Why it's Effective:

- Provides a clear, structured process for students to follow
- Encourages deeper thinking and analysis
- Demonstrates positive outcomes across diverse learners, including students with learning differences

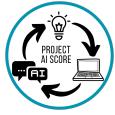


Step-by-Step



S: Set Up

Step	Action	Guiding Question
S	Restate the question in your own words	"What is the question asking me? How can I turn it into a statement?"



T: Text Evidence

Step	Action	Guiding Question
S	Restate the question in your own words	"What is the question asking me? How can I turn it into a statement?"
T	Use a quote or paraphrase from the text to support your answer	"What part of the text supports my answer?"



A: Analyze

Step	Action	Guiding Question
S	Restate the question in your own words	"What is the question asking me? How can I turn it into a statement?"
T	Use a quote or paraphrase from the text to support your answer	"What part of the text supports my answer?"
A	Explain how the evidence supports your answer	"Why does this evidence matter? What does it show?"



R: Restate

Step	Action	Guiding Question
S	Restate the question in your own words	"What is the question asking me? How can I turn it into a statement?"
T	Use a quote or paraphrase from the text to support your answer	"What part of the text supports my answer?"
A	Explain how the evidence supports your answer	"Why does this evidence matter? What does it show?"
R	Restate your main idea or wrap up your response	"How can I conclude my response clearly?"





Implementation Tips

Model the STAR process using a Think-Aloud Demo

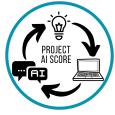
- Walk students through each step of STAR with a sample prompt like, "Why is it important to recycle?"
- Use a clear, concise example for each part of the acronym (**S**et Up: "It is important to recycle because it helps protect the environment." **T**ext Evidence: "For example, recycling one ton of paper saves 17 trees..." **A**alyze: "This shows that recycling reduces the need to cut down trees..." **R**estate: "That's why recycling is a simple but powerful way to take care of our planet.").



Implementation Tips

Use visual icons and color-coding to support students

- **S = Speech Bubble:** Represents the student's voice and main idea
- **T = Lightbulb:** Represents pulling a fact or quote from the text
- **A = Magnifying Glass:** Represents explaining why the evidence matters
- **R = Echo Symbol:** Represents restating the main idea in a new way
- Assign each step a different color (e.g., yellow for S, blue for T, green for A, orange for R) and have students use these colors to highlight their writing



More Implementation Tips

Provide sentence starters for each step to reduce cognitive load.

- **S:** "I believe..." or "The main idea is..."
- **T:** "According to the article..." or "The text states..."
- **A:** "This is important because..." or "This shows..."
- **R:** "So in conclusion..." or "That's why..."



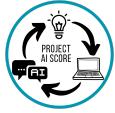
More Implementation Tips

Use graphic organizers and templates to structure student responses

- Create a simple organizer with a box for each STAR component, each with its corresponding color, icon, and guiding questions

Offer opportunities for verbal rehearsal before writing

- Allow students to read their STAR responses aloud to a partner or the teacher before they begin writing to help them clarify their thoughts



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