



30 Text Evidence Sentence Starter Cards

Text Evidence Starter Card Activity Ideas

This set of sentence starter cards is designed to give students multiple opportunities to say these text-evidence sentence starters out loud. I have found that the more students **say** words, the more likely they are to **write** words! I have students say the word “blank” where it appears in their sentence starter because this reminds them that this is the point where they insert their words.

Build Sentence Starter Fluency with a Read a Round

This one works well when you have a few minutes that might otherwise be wasted. Each student has one card. Use a stopwatch. Each student says his/her sentence starter as you go around the room in a pre-determined order. Try a second round and see if you can beat your first time!

Write a Round

After reading a text, put a card at each desk. With the text and a piece of paper in hand, students write a sentence using the sentence starter on the card at the desk where they sitting. At a pre-determined signal, students move to another desk and write a sentence using a different sentence starter. Rotate several times.

Sentence Starter Hot Potato

Form a circle. Students pass a ball while music plays. When the music stops, the person holding the ball shouts out their sentence starter.

Sentence Starter Line-up Limbo

Give everyone a different sentence starter to remember. Hold a limbo stick and play some music. I use a pool noodle as a limbo stick because I can easily hold it in one hand. As students go under the stick, they say their sentence starter. Did they forget? They return to their seat, review the sentence starter, and try again!

Sentence Starter Concentration

Run copies to get several sets of sentence starters. This number will be based on your class size and how you wish to divide into groups. Divide the cards so each group of students has 15 matching pairs of cards (30 cards total). Shuffle the cards and place the cards facedown. Each person takes a turn turning over two cards. If the two cards, match, the player picks up the pair. Continue playing until all cards are matched. The winner is the person with the most matching pairs.

**1. The
author
wrote_____**

**2. An
example
is_____**

**3. From my
reading, I
know
that_____.**

**4. Based on
the
information
_____.**

**5. According to
the text_____**

**6. In the _____
paragraph, it
said that_____.**

**7.The text
is
about_____.**

**8.The main
idea is _____.**

**9.The most
important
details
are_____.**

**10.The text
structure is
_____.**

**11.The text
features
include _____.**

**12.To
summarize
the key ideas
and
concepts,_____.**

**13. I know
this
because__.**

**14. This
proves__.**

**15. The
author also
writes__.**

**16. Some
examples
from the text
include__.**

**17. According
to the text__.**

**18. In the ____
paragraph, it
said that__.**

**19. In
paragraph____,
the narrator
states _____.**

**20. Readers
can tell that
_____.**

**21. I think____
because _____.**

**22. In the text
I found
_____.**

**23. The text
says
_____.**

**24. One
example
from the text
is _____.**

**25. This incident
provides
further proof
that ____.**

**26. After
reading I
know
_____.**

**27. The
graphic
showed____,**

**28. An
example is
_____.**

**29. An effect is
_____.**

**30. One factor
is _____.**

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