

Implementing the STAR Strategy: A Guide for New Teachers





Why Acronyms Help Students Improve Their Writing

- Helps students anchor their thinking
- Helps with cognitive load
- Supports students in being independent learners

STAR

- S** **Set Up**
Introduce the topic or idea
- T** **Text Evidence**
Include a quote or example from the text
- A** **Analyze**
Explain how the evidence supports your point
- R** **Restate**
Summarize your main point or argument



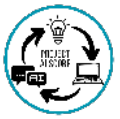
Purpose of STAR Strategy

- Supports the organization of written responses
- Incorporates textual evidence effectively
- Explains and analyzes evidence clearly

★ Writing a STAR Paragraph! ★

Prompt: Why is Rosa Parks considered a hero?

S	Set Up	Rosa Parks is considered a hero because she challenged unfair laws during the Civil Rights Movement.
T	Text Evidence	According to the article, "Her quiet defiance sparked one of the largest social movements in U.S. history."
A	Analyze	She refused to give up her seat to a white passenger on a segregated bus, standing up for what she believed was right.
R	Restate	By standing up for equality and justice, Rosa Parks became a symbol of courage and inspired many people to fight for civil rights.



Recommendations for Instruction

- STAR Anchor Chart displayed
- Icons and color coding
- Providing graphic organizers
- Supplying sentence starters



Set Up



**Text
Evidence**



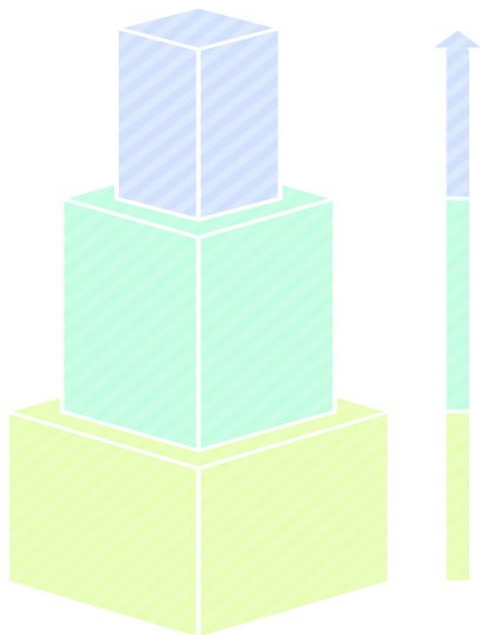
Analyze



Restate



STAR Writing Strategy Pyramid



Purpose

Importance of analytical writing

Acronym

Define STAR components and their roles

Examples

Show well-written paragraphs using STAR

Student Practice

- Provide differentiated STAR checklists Facilitate peer revising using the STAR strategy
- Guide independent revision with student writing samples
- Utilize the STAR Graphic Organizer and Guided Sentence Frame Bank
- Allow Oral Star Responses before writing



Simplified STAR Response Checklist



S = Set Up

- ☐ Did I say my answer clearly?
- ☐ Did I restate the question in my own words?

Try starting with:

- "I think...!"
- "I believe..."
- "_____ matters because..."

T = Text Evidence

- ☐ Did I find a quote or detail from the text?
- ☐ Did I use a phrase to introduce my evidence?

Try starting with:

- "The text says..."
- "In paragraph _____, it says..."
- "One example is..."

A = Analyze

- ☐ Did I explain how the quote helps prove my answer?
- ☐ Did I show what the quote means?

Try starting with:

- "This means..."
- "This shows that..."

R = Restate

- ☐ Did I say my main point again in a new way?
- ☐ Did I finish with a final thought?

Try starting with:

- "So that's why..."
- "In conclusion..."



Options for Assessing Students on the STAR strategy



Student Facing-Peer Review Checklist

Component	Peer Feedback Prompts
S	Did my partner clearly answer the question?
T	Is there a quote or example from the text?
A	Did they explain why their answer makes sense?
R	Did they wrap up by repeating their answer differently?

Explicit 3 Point Rubric

STAR Writing Strategy Rubric

Criteria	3 - Proficient	2 - Developing	1 - Beginning
S = Set Up	Provides a clear and engaging introduction that sets up the topic and clearly states the main idea or claim.	Introduction is present but may be unclear or only somewhat related to the main idea or claim.	Introduction is missing, unclear, or does not relate to the main idea or claim.
T = Text Evidence	Includes relevant and accurate text evidence that directly supports the main idea; quotes or details are cited correctly with signal phrases.	Includes text evidence but it is somewhat vague, less relevant, or citation is incomplete/inaccurate.	Text evidence is missing, irrelevant, or incorrectly cited.
A = Analyze	Thoroughly explains the significance of the evidence; clearly connects evidence to the main idea; demonstrates deep understanding.	Provides some explanation of evidence but connection to the main idea is weak or incomplete.	Offers little or no analysis; fails to connect evidence to the main idea.
R = Restate	Effectively restates the main idea or claim in a new way; conclusion clearly wraps up the response and reinforces the argument.	Restates the main idea but with limited variation; conclusion is present but weak.	No restatement or unclear conclusion; does not reinforce the main idea.





Recommended Practices



6 Do's for Teaching STAR

- Teach each step explicitly using think-alouds and real examples
- Use direct quotes and paraphrasing practice
- Give feedback on each component (S, T, A, R)
- Create visual supports: anchor charts, graphic organizers, and color-coded checklists
- Incorporate peer discussion before writing
- Celebrate growth!



Avoid these 6 Don'ts when Teaching STAR

- Don't skip the modeling phase
- Don't assume students can analyze without support
- Don't accept vague, unsupported answers
- Don't Introduce STAR as one big chunk
- Don't make STAR feel like a checklist
- Don't use STAR only in isolated writing tasks



Additional Suggestion

- Allow for free writing in addition to structured revision assignments
- Talk about the revision process as an iterative process
- Share about the process authors go through to publish with credible sources



Adapting COPS for Different Learners

- Using Visuals or Icons for STAR Strategy Steps
- Chunked Examples for Each STAR Step
- Color-Coding Responses
- Digital Graphic Organizer



Troubleshooting Common STAR Challenges

Students skip analysis



Model deeper thinking with examples

Responses are too short



Encourage elaboration with sentence starters

Students struggle to find evidence



Pre-select quotes or highlight key parts of the text



Next Steps

- Read the report, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*
- Listen to the podcast on mastering STAR
- Review the one-page summary handout
- Plan your STAR implementation timeline
- How will you measure the success of STAR in your classroom?