

Planning and Delivering Intervention

Process Standards

Thinking	Sentence Stems
<p>Generalize</p>	<ul style="list-style-type: none"> You can generally say that the more _____, then the more _____ because _____. Overall, I can generally say that most of the time _____, and I believe that because _____. Based on _____, I think _____ is the lesson this teaches. While there may be some exceptions, you can generally say that according to this information, _____ because _____.
<p>Predict</p>	<ul style="list-style-type: none"> Based on this information, I predict that _____ is likely to happen in the future because _____. If I could change _____, I predict that the outcome would be _____ because _____. If I could continue or add to this [story, lab experiment, historical event, math problem, writing prompt, etc.], I predict that _____ might happen because _____. I think _____ could have happened next because _____. If _____ happened, the ending might have been _____. I am guessing this will be about _____ because _____. I think _____ is going to happen next because _____. I predict that _____ because _____. _____ makes me think that _____ will happen. Since _____ happened, I think _____ will happen. If my prediction is right/wrong, then _____. From this, I can guess that _____. If _____ variables are changed, I predict _____.
<p>Analyze & Interpret</p>	<ul style="list-style-type: none"> This table includes _____ and _____ information and tells me _____, _____ and _____. This information indicates _____. The data are _____ and _____; and if that is the case, then _____. The most important ideas/concepts/evidence in this were _____. In a nutshell this says _____. My explanation of this is _____. My analysis of this is _____. _____ described _____ to show _____. The key information in this is _____.

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Draw Conclusion	<ul style="list-style-type: none"> • I conclude from this information that if _____, then _____. • I conclude that this information is not significant because _____. • The information is so varied that I cannot make a generalization. However, I can draw a conclusion that _____ because _____. • Based on the information I just learned, I conclude that _____ is important because _____. • Because of _____, I now understand why _____. • I've changed my mind about _____ because _____. • I used to think _____, but now I think _____. • I can draw a conclusion that _____ significantly _____ by _____.
Infer	<ul style="list-style-type: none"> • I can infer from this information that if _____, then _____ because _____. • While the information did not specifically state this, I can infer that _____ because _____. • Looking at the clues in this information, I can read between the lines and infer that _____ because _____. • From the facts about _____, I can infer that it meant _____ to _____ and it meant _____ to _____. • After reading, hearing, examining...my guess is _____. • After reading, hearing, examining... maybe, _____. • After reading, hearing, examining... perhaps, _____. • After reading, hearing, examining...it could be that, _____. • Based on what this says and what I know, I think _____. • This information (explicit and implied) makes me think _____. • This evidence suggests _____; that is probably why _____. • Although the writer does not come right out and say it, I can figure out that _____. • After reading/hearing/examining _____, this could mean, _____.
Classify/Categorize	<ul style="list-style-type: none"> • Based on this information, I can categorize _____ according to _____. • I can classify _____ according to _____.
Sequence/Order	<ul style="list-style-type: none"> • _____ happened before _____. • _____ happened after _____. • _____ happened first, then _____, and finally _____ happened. • _____ happened between _____ and _____. • The first/last step in _____ is _____. • Least to greatest, this information can be ordered _____, _____ and then _____. • From beginning to end, _____, _____, and _____ occurred. • In sequential/logical order, this includes _____, _____, and _____. • This significant steps of this process include _____, _____, and _____.

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Evaluate	<ul style="list-style-type: none"> • I evaluate _____ and _____ in this information as valid/invalid because _____. • In evaluating this information, I would say that what would be the best way to _____ is to _____. • My point of view/position about this is _____ because _____. • I find _____ to be effective, however _____ to be ineffective because _____. • After evaluating this information, I think a better solution to _____ is _____ because _____. • I would judge the value of _____ as _____ because _____. • My evaluation of what I learned leads me to believe that _____ is a good/positive and/or _____ as a negative/bad thing because _____. • I believe I would have handled _____ differently/similarly because _____. • I would recommend _____ and _____ changes based on my evaluation.
Compare/Contrast	<ul style="list-style-type: none"> • When looking at _____ and _____ in this table, I find _____ and _____ to be unique characteristics and _____ to be a shared characteristic. • At first glance it appeared that _____; however, we noticed that _____ and _____ are both present in _____, but _____ is not true in _____ cases. • _____ is the distinction between _____ and _____. • The differences exist between _____ and _____ are _____. • Grouping by similar characteristics would include _____, _____ and _____. • This is like _____ but not like _____. • I can compare _____ with what was presented/found in _____. • _____ is similar to _____. • _____ is connected to _____ because/by _____.