Gifted Student Self-Advocacy · Grades 3–5 / 6–8 · 10 minutes · FREE

Academic Self-Advocacy Sentence Starters

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Choose respectful sentence starters for asking about pace, depth, resources and support.

The right words make it easier to ask. These starters are polite, specific and based on evidence. Use them out loud, in writing or on a sticky note you hand to your teacher.

Your steps

1. Read the starters in each category.
2. Circle two you like.
3. Finish two starters for a real or pretend situation.
4. Practice saying or writing one.

1. Starter bank

Check the starters you would use.

- ☐ LESS REPETITION · “Could I take a pretest to show what I already know?”
- ☐ LESS REPETITION · “Could I complete fewer practice problems if I show I understand?”
- ☐ PACE · “Could I move ahead after demonstrating mastery?”
- ☐ PACE · “May I work independently and check in with you?”
- ☐ DEPTH · “Can I investigate the patterns behind this?”
- ☐ RESOURCES · “Is there a more advanced book or source I could use?”
- ☐ SUPPORT · “I need another explanation before moving forward.”

My addition / adjustment:

_____

2. Finish the starter

Complete each one with your own details.

“I have shown that I can… Could I…?”	“I am curious about… Could I investigate…?”
“I am not sure about… Could you show me…?”	“Could I show what I learned by…?”

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Academic Self-Advocacy Sentence Starters · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. Respectful request check

Check your favorite request against this list.

- ☐ It is polite and calm
- ☐ It names what I need
- ☐ It includes evidence
- ☐ It suggests something reasonable
- ☐ It respects my teacher's decision

My addition / adjustment:

_____

My next step

The starter I will use first is…

_____

_____

_____

Optional stretch · Grades 6–8

Write a starter for a situation that is not on this page, such as a group project or an elective class.

Optional teacher / parent follow-up: Allow students to hand a written starter card instead of speaking. Requests for support carry equal value.

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