SpringBoard Learning Strategies
READING STRATEGIES

STRATEGY	DEFINITION	PURPOSE
Activating Prior Knowledge	Recalling what is known about a concept and using that information to make a connection to a new concept	Helps students establish connections between what they already know and how that knowledge is related to new learning
Chunking the Activity	Grouping a set of items/questions for specific purposes	Provides an opportunity to relate concepts and assess student understanding before moving on to a new concept or grouping
Close Reading	Reading text word for word, sentence by sentence, and line by line to make a detailed analysis of meaning	Assists in developing a comprehensive understanding of the text
Graphic Organizer	Arranging information into maps and charts	Builds comprehension and facilitates discussion by representing information in visual form
Interactive Word Wall	Visually displaying vocabulary words to serve as a classroom reference of words and groups of words as they are introduced, used, and mastered over the course of a year	Provides a visual reference for new concepts, aids understanding for reading and writing, and builds word knowledge and awareness
KWL Chart (Know, Want to Know, Learn)	Activating prior knowledge by identifying what students know, determining what they want to learn, and having them reflect on what they learned	Assists in organizing information and reflecting on learning to build content knowledge and increase comprehension
Marking the Text	Highlighting, underlining, and /or annotating text to focus on key information to help understand the text or solve the problem	Helps the reader identify important information in the text and make notes about the interpretation of tasks required and concepts to apply to reach a solution
Predict and Confirm	Making conjectures about what results will develop in an activity; confirming or modifying the conjectures based on outcomes	Stimulates thinking by making, checking, and correcting predictions based on evidence from the outcome
Levels of Questions	Developing literal, interpretive, and universal questions about the text while reading the text	Focuses reading, helps in gaining insight into the text by seeking answers, and prepares one for group and class discussions
Paraphrasing	Restating in your own words the essential information in a text or problem description	Assists with comprehension, recall of information, and problem solving
Role Play	Assuming the role of a character in a scenario	Helps interpret and visualize information in a problem
Shared Reading	Reading the text aloud (usually by the teacher) as students follow along silently, or reading a text aloud by the teacher and students	Helps auditory learners do decode, interpret, and analyze challenging text
Summarizing	Giving a brief statement of the main points in a text	Assists with comprehension and provides practice with identifying and restating key information
Think Aloud	Talking through a difficult text or problem by describing what the text means	Helps in comprehending the text, understanding the components of a problem, and thinking about possible paths to a solution
Visualization	Picturing (mentally and/or literally) what is read in the text	Increases reading comprehension and promotes active engagement with the text
Vocabulary Organizer	Using a graphic organizer to keep an ongoing record of vocabulary words with definitions, pictures, notes, and connections between words	Supports a systematic process of learning vocabulary

SpringBoard Learning Strategies

COLLABORATIVE STRATEGIES

STRATEGY	DEFINITION	PURPOSE
Critique Reasoning	Through collaborative discussion, respond to the arguments of others; question the use of mathematical terminology, assumptions, and conjectures to improve understanding and to justify and communicate conclusions	Helps students learn from each other as they make connections between mathematical concepts and learn to verbalize their understanding and support their arguments with reasoning and data that make sense to peers
Debriefing T	Discussing the understanding of a concept to lead to consensus on its meaning	Helps clarify misconceptions and deepen understanding of content
Discussion Groups	Working within groups to discuss content, to create problem solutions, and to explain and justify a solution	Aids understanding through the sharing of ideas, interpretation of concepts, and analysis of problem scenarios
Group Presentation	Presenting information as a collaborative group	Allows opportunities to present collaborative solutions and to share responsibility for delivering information to an audience
Jigsaw	Reading different texts or passages, students become "experts" and then move to a new group to share their information; after sharing, students go back to the original group to share new knowledge	Provides opportunities to summarize and present information to others in a way that facilitates understanding of a text or passage (or multiple texts or passages) without having each student read all texts
Sharing and Responding	Communicating with another person or a small group of peers who respond to a piece of writing or proposed problem solution	Gives students the opportunity to discuss their work with peers, to make suggestions for improvement to the work of others, and/or to receive appropriate and relevant feedback on their own work
Think-Pair-Share	Thinking through a problem alone, pairing with a partner to share ideas, and concluding by sharing results with the class	Enables the development of initial ideas that are then tested with a partner in preparation for revising ideas and sharing them with a larger group

WRITING STRATEGIES

Drafting	Writing a text in an initial form	Assists in getting first thoughts in written form and ready for revising and refining
Note Taking	Creating a record of information while reading a text or listening to a speaker	Helps in organizing ideas and processing information
Prewriting	Brainstorming, either alone or in groups, and refining thoughts and organizing ideas prior to writing	Provides a tool for beginning the writing process and determining the focus of the writing
Quickwrite	Writing for a short, specific amount of time about a designated topic	Helps generate ideas in a short time
RAFT (Role of Writer, Audience, Format, and Topic)	Writing a text by consciously choosing a viewpoint (role of the writer), identifying an audience, choosing a format for the writing, and choosing a topic	Provides a framework for communicating in writing and helps focus the writer's ideas for specific points of communication
Self Revision / Peer Revision	Working alone or with a partner to examine a piece of writing for accuracy and clarity	Provides an opportunity to review work and to edit it for clarity of the ideas presented as well as accuracy of grammar, punctuation, and spelling

SpringBoard Learning Strategies

PROBLEM-SOLVING STRATEGIES

Construct an Argument	Use mathematical reasoning to present assumptions about mathematical situations, support conjectures with mathematically relevant and accurate data, and provide a logical progression of ideas leading to a conclusion that makes sense	Helps develop the process of evaluating mathematical information, developing reasoning skills, and enhancing communication skills in supporting conjectures and conclusions
Create a Plan	Analyzing the tasks in a problem and creating a process for completing the tasks by finding information needed for the tasks, interpreting data, choosing how to solve a problem, communicating the results, and verifying accuracy	Assists in breaking tasks into smaller parts and identifying the steps needed to complete the entire task
Create Representations	Creating pictures, tables, graphs, lists, equations, models, and /or verbal expressions to interpret text or data	Helps organize information using multiple ways to present data and to answer a question or show a problem solution
Guess and Check	Guessing the solution to a problem, and then checking that the guess fits the information in the problem and is an accurate solution	Allows exploration of different ways to solve a problem; guess and check may be used when other strategies for solving are not obvious
Identify a Subtask	Breaking a problem into smaller pieces whose outcomes lead to a solution	Helps to organize the pieces of a complex problem and reach a complete solution
Look for a Pattern	Observing information or creating visual representations to find a trend	Helps to identify patterns that may be used to make predictions
Simplify the Problem	Using "friendlier" numbers to solve a problem	Provides insight into the problem or the strategies needed to solve the problem
Work Backward	Tracing a possible answer back through the solution process to the starting point	Provides another way to check possible answers for accuracy
Use Manipulatives	Using objects to examine relationships between the information given	Provides a visual representation of data that supports comprehension of information in a problem