

SpringBoard Learning Strategies

READING STRATEGIES S/T (STUDENT/TEACHER)

STRATEGY		DEFINITION	PURPOSE
Activating Prior Knowledge	T	Providing an opportunity for students to think about what they already know about a concept, place, person, culture, and so on, and share their knowledge with a wider audience	To prepare students to encounter new concepts, places, persons, cultures, and so on, prior to reading a text; an Anticipation Guide and a Quickwrite can be used to activate and assess prior knowledge
Chunking the Text	T/S	Breaking the text into smaller, manageable units of sense (e.g., words, sentences, paragraphs, whole text) by numbering, separating phrases, drawing boxes	To reduce the intimidation factor when encountering long words, sentences, or whole texts; to increase comprehension of difficult or challenging text
Close Reading	S	Accessing small chunks of text to read, reread, mark, and annotate key passages, word-for-word, sentence-by-sentence, and line-by-line	To develop comprehensive understanding by engaging in one or more focused readings of a text
Diffusing	S	Reading a passage, noting unfamiliar words, discovering meaning of unfamiliar words using context clues, dictionaries, and/or thesauruses, and replacing unfamiliar words with familiar ones	To facilitate a close reading of text, the use of resources, an understanding of synonyms, and increased comprehension of text
Double-Entry Journal	S	Creating a two-column journal (also called Dialectical Journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning of the text)	To assist in note-taking and organizing key textual elements and responses noted during reading in order to generate textual support that can be incorporated into a piece of writing at a later time
Graphic Organizer	S	Using a visual representation for the organization of information from the text	To facilitate increased comprehension and discussion
Guided Reading	T	Identifying and modeling a series of strategies to guide students through challenging text (e.g., making predictions, marking the text, skimming the text, diffusing vocabulary)	To model for students the use of multiple strategies to make meaning of challenging texts and help them learn to apply the strategies independently
KWLH Chart	S	Setting up discussion that allows students to activate prior knowledge by answering "What do I know?"; sets a purpose by answering "What do I want to know?"; helps preview a task by answering "How will I learn it?"; and reflects on new knowledge by answering "What have I learned?"	To organize thinking, access prior knowledge, and reflect on learning to increase comprehension and engagement

© 2014 College Board. All rights reserved.

STRATEGY		DEFINITION	PURPOSE
Marking the Text	S	Selecting text by highlighting, underlining, and/or annotating for specific components, such as main idea, imagery, literary devices, and so on	To focus reading for specific purposes, such as author's craft, and to organize information from selections; to facilitate reexamination of a text
Metacognitive Markers	S	Responding to text with a system of cueing marks where students use a ? for questions about the text; a ! for reactions related to the text; and an * for comments ,about the text and underline to signal key ideas	To track responses to texts and use those responses as a point of departure for talking or writing about texts
OPTIC	S	Strategy for evaluating visual images. O (Overview): Write notes on what the visual appears to be about. P (Parts): Zero in on the parts of the visual and describe any elements or details that seem important. T (Title): Highlight the words of the title of the visual (if one is available). I (Interrelationships): Use the title as the theory and the parts of the visual as clues to detect and specify how the elements of the graphic are related. C (Conclusion); Draw a conclusion about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences.	To analyze graphic and visual images as forms of text; to describe the relation of images to written texts.
Predicting	S	Making guesses about the text by using the title and pictures and/or thinking ahead about events which may occur based on evidence in the text	To help students become actively involved, interested, and mentally prepared to understand ideas
Previewing	S	Examining a text's structure, features, layout, format, questions, directions, prior to reading	To gain familiarity with the text, make connections to the text, and extend prior knowledge to set a purpose for reading
QHT	S	Expanding prior knowledge of vocabulary words by marking words with a Q, H, or T (Q signals words students do not know; H signals words students have heard and might be able to identify; T signals words students know well enough to teach to their peers)	To allow students to build on their prior knowledge of words, to provide a forum for peer teaching and learning of new words, and to serve as a prereading exercise to aid in comprehension
Questioning the Text* The AP Vertical Teams Guide for English (109-112)	S	Developing levels of questions about text; that is, literal, interpretive, and universal questions that prompt deeper thinking about a text	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text; helps students to comprehend and interpret
Paraphrasing	S	Restating in one's own words the essential information expressed in a text, whether it be narration, dialogue, or informational text	To encourage and facilitate comprehension of challenging text.

© 2014 College Board. All rights reserved.

STRATEGY		DEFINITION	PURPOSE
RAFT	S	Primarily used to write new text, this strategy can also be used to analyze a text by examining the role of the speaker (R), the intended audience (A), the format of the text (F), and the topic of the text (T).	To initiate reader response; to facilitate an analysis of a text to gain focus prior to creating a new text
Rereading	S	Encountering the same text with more than one reading	To identify additional details; to clarify meaning and/or reinforce comprehension of texts
SIFT* The AP Vertical Teams Guide for English (17–20)	S	Analyzing a fictional text by examining stylistic elements, especially symbol, images, and figures of speech in order to show how all work together to reveal tone and theme	To focus and facilitate an analysis of a fictional text by examining the title and text for symbolism, identifying images and sensory details, analyzing figurative language and identifying how all these elements reveal tone and theme
Skimming/Scanning	S	Skimming by rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material; scanning focuses on key words, phrases, or specific details and provides speedy recognition of information	To quickly form an overall impression prior to an in-depth study of a text; to answer specific questions or quickly locate targeted information or detail in a text
SMELL* The AP Vertical Teams Guide for English (138–139)	S	Analyzing a persuasive speech or essay by asking five essential questions: <ul style="list-style-type: none"> • Sender-receiver relationship—What is the sender-receiver relationship? Who are the images and language meant to attract? Describe the speaker of the text. • Message—What is the message? Summarize the statement made in the text. • Emotional Strategies—What is the desired effect? • Logical Strategies—What logic is operating? How does it (or its absence) affect the message? Consider the logic of the images as well as the words. • Language—What does the language of the text describe? How does it affect the meaning and effectiveness of the writing? Consider the language of the images as well as the words. 	To analyze a persuasive speech or essay by focusing on five essential questions The AP Vertical Teams Guide for English
SOAPSTone*	S	Analyzing text by discussing and identifying Speaker, Occasion, Audience, Purpose, Subject, and Tone	To facilitate the analysis of specific elements of non-fiction literary and informational texts and show the relationship among the elements to an understanding of the whole
Summarizing	S	Giving a brief statement of the main points or essential information expressed in a text, whether it be narration, dialogue, or informational text	To facilitate comprehension and recall of a text
Think Aloud	S	Talking through a difficult passage or task by using a form of metacognition whereby the reader expresses how he/she has made sense of the text	To reflect on how readers make meaning of challenging texts

STRATEGY		DEFINITION	PURPOSE
TP-CASTT* The AP Vertical Teams Guide for English (94–99)	S	Analyzing a poetic text by identifying and discussing Title, Paraphrase, Connotation, Attitude, Shift, Theme, and Title again	To facilitate the analysis of specific elements of a literary text, especially poetry. To show how the elements work together to create meaning
Visualizing	S	Forming a picture (mentally and/or literally) while reading a text	To increase reading comprehension and promote active engagement with text
Word Maps	S	Using a clearly defined graphic organizer such as concept circles or word webs to identify and reinforce word meanings	To provide a visual tool for identifying and remembering multiple aspects of words and word meanings
Word Sort	T	Organizing and sorting words into categories designated by the teacher or selected by the student and providing a written or oral justification for the classifications	To solidify understanding of word meanings by considering the multiple uses, meanings, and relationships of word parts, words, and groups of words

WRITING STRATEGIES (S/T (STUDENT/TEACHER))

STRATEGY		DEFINITION	PURPOSE
Adding	S	Making conscious choices to enhance a text by adding additional words, phrases, sentences, or ideas	To refine and clarify the writer's thoughts during revision and/or drafting
Brainstorming	S	Using a flexible but deliberate process of listing multiple ideas in a short period of time without excluding any idea from the preliminary list	To generate ideas, concepts, or key words that provide a focus and/or establish organization as part of the prewriting or revision process
Deleting	S	Providing clarity and cohesiveness for a text by eliminating words, phrases, sentences, or ideas	To refine and clarify the writer's thoughts during revision and/or drafting
Drafting	S	Composing a text in its initial form	To incorporate brainstormed or initial ideas into a written format
Free writing	S	Using a fluid brainstorming process to write without constraints in order to solidify and convey the writer's purpose	To refine and clarify the writer's thoughts, spark new ideas, and/or generate content during revision and/or drafting
Generating Questions	S	Clarifying and developing ideas by asking questions of the draft. May be part of self-editing or peer editing	To clarify and develop ideas in a draft. Used during drafting and as part of writer response
Graphic Organizer	S	Organizing ideas and information visually (e.g., Venn diagrams, flowcharts, cluster maps)	To provide a visual system for organizing multiple ideas, details, and/or textual support to be included in a piece of writing

© 2014 College Board. All rights reserved.

STRATEGY		DEFINITION	PURPOSE
Guided Writing	T	Modeling the writing that students are expected to produce by guiding students through the organization, generation of ideas, and revision of texts before students are asked to perform the same process	To demonstrate the process of writing by modeling the construction, revision, and/or process of crafting texts; co-constructing texts with students as part of guided writing
Looping	S	After free-writing one section of a text is circled to promote elaboration or the generation of new ideas for that section. This process is repeated to further develop ideas from the newly generated segments	To refine and clarify the writer's thoughts, spark new ideas, and/or generate new content during revision and/or drafting
Manipulatives	T	Providing tactile and kinesthetic experiences to engage students in the process of writing by physically maneuvering words, phrases, or sentences to reconstruct text in as many different ways as possible and note how meaning changes with each rearrangement	To appeal to kinesthetic learners and help students visualize the form and function of various parts of speech, stylistic concerns, sentence structure, and so on
Mapping	S	Creating a graphic organizer that serves as a visual representation of the organizational plan for a written text	To generate ideas, concepts, or key words that provide a focus and/or establish organization during the prewriting, drafting, or revision process
Marking the Draft	S	Interacting with the draft version of a piece of writing by highlighting, underlining, color-coding, and annotating to indicate revision ideas	To encourage focused, reflective thinking about revising drafts
Note-taking	S	Making notes about ideas in response to text or discussions; one form is the double-entry journal in which textual evidence is recorded on the left side and personal commentary about the meaning of the evidence on the other side.	To assist in organizing key textual elements and responses noted during reading in order to generate textual support that can be incorporated into a piece of writing at a later time. Note-taking is also a reading and listening strategy.
Outlining	S	Using a system of numerals and letters in order to identify topics and supporting details and ensure an appropriate balance of ideas	To generate ideas, concepts, or key words that provide a focus and/or establish organization prior to writing an initial draft and/or during the revision process
Quickwrite	S	Writing for a short, specific amount of time in response to a prompt provided	To generate multiple ideas in a quick fashion that could be turned into longer pieces of writing at a later time (May be considered as part of the drafting process)
RAFT	S	Generating a new text and/or transforming a text by identifying and manipulating its component parts of Role, Audience, Format, and Topic	To generate a new text by identifying the main elements of a text during the prewriting and drafting stages of the writing process
Rearranging	S	Selecting components of a text and moving them to another place within the text and/or modifying the order in which the author's ideas are presented	To refine and clarify the writer's thoughts during revision and/or drafting

STRATEGY		DEFINITION	PURPOSE
Self-Editing/Peer Editing	S	Working individually or with a partner to examine a text closely in order to identify areas that might need to be corrected for grammar, punctuation, spelling	To provide a systematic process for editing a written text to ensure correctness of identified components such as conventions of standard English
Sharing and Responding	S	Communicating with another person or a small group of peers who respond to a piece of writing as focused readers (not necessarily as evaluators)	To make suggestions for improvement to the work of others and/or to receive appropriate and relevant feedback on the writer's own work, used during the drafting and revision process
Sketching	S	Drawing or sketching ideas or ordering of ideas. Includes storyboarding, visualizing	To generate and/or clarify ideas by visualizing them. May be part of prewriting
Substituting / Replacing	S	Replacing original words or phrases in a text with new words or phrases that achieve the desired effect	To refine and clarify the writer's thoughts during revision and/or drafting
TWIST* (The AP Vertical Teams Guide for English 167–174)	S	Arriving at a thesis statement that incorporates the following literary elements: tone, word choice (diction), imagery, style and theme	To craft an interpretive thesis in response to a prompt about a passage
Visual / Auditory Prompts	T	Providing visual stimuli (e.g., a piece of art, film clip, visual media) or auditory stimuli (e.g., music, sound effects, radio broadcast, etc.) prior to writing	To encourage response to varied stimuli; to provide an opportunity for students of various learning styles to create a written text
Webbing	S	Developing a graphic organizer that consists of a series of circles connected with lines to indicate relationships among ideas	To generate ideas, concepts, or key words that provide a focus and/or establish organization prior to writing an initial draft and/or during the revision process
Writer's Checklist	T/S	Using a co-constructed checklist (that could be written on a bookmark and/or displayed on the wall) in order to look for specific features of a writing text and check for accuracy	To focus on key areas of the writing process so that the writer can effectively revise a draft and correct mistakes
Writing Groups	S	A type of discussion group devoted to sharing and responding of student work	To facilitate a collaborative approach to generating ideas for and revising writing.

*Delineates AP strategy

SPEAKING AND LISTENING STRATEGIES

S/T (STUDENT/TEACHER)

STRATEGY		DEFINITION	PURPOSE
Choral Reading	T/S	Reading text lines aloud in student groups and/or individually to present an interpretation	To develop fluency; differentiate between the reading of statements and questions; practice phrasing, pacing, and reading dialogue; show how a character's emotions are captured through vocal stress and intonation
Debate	T	Engaging in a structured argument to examine both sides of an issue	To provide students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue
Drama Games	T	Participating in creative dramatics (e.g., pantomime, tableau, role playing) to reinforce an oral literacy skills or develop a deeper understanding of a concept	To engage students in the reading and presenting of text and to create meaning through a kinesthetic approach
Fishbowl (Inner/outer circles)	T	Discussing specific topics within groups; some students will form the inner circle and model appropriate discussion techniques while an outer circle of students listen to and evaluate the discussion process of the inner circle in order to respond effectively	To provide students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses using specific textual evidence
Note-taking	S	Creating a record of information while listening to a speaker or reading a text	To facilitate active listening or close reading ; to record and organize ideas that assist in processing information
Oral Reading	S	Reading aloud one's own text or the texts of others (e.g., echo reading, choral reading, paired readings)	To share one's own work or the work of others; build fluency and increase confidence in presenting to a group
Rehearsal	T/S	Encouraging multiple practices of a piece of text prior to a performance	To provide students with an opportunity to clarify the meaning of a text prior to a performance as they refine the use of dramatic conventions (e.g., gestures, vocal interpretations, facial expressions)
Role Playing	S	Assuming the role or persona of a character	To develop the voice, emotions, and mannerisms of a character to facilitate improved comprehension of a text
Socratic Seminar	T	Tying a focused discussion to an essential question, topic, or selected text in which students ask questions of each other; questions initiate a conversation that continues with a series of responses and additional questions	To help students formulate questions that address issues (in lieu of simply stating their opinions) to facilitate their own discussion and arrive at a new understanding; students also have the responsibility of supporting their opinions and responses using specific textual evidence

© 2014 College Board. All rights reserved.

COLLABORATIVE STRATEGIES

S/T (STUDENT/TEACHER)

STRATEGY		DEFINITION	PURPOSE
Discussion Groups	T/S	Engaging in an interactive, small group discussion, often with an assigned role; to consider a topic, text or question	Engaging in an interactive, small group discussion, often with an assigned role; to consider a topic, text or question
Jigsaw	T	In groups, students read different texts or passages from a single text, then share and exchange information from their reading with another group. They then return to their original groups to share their new knowledge.	In groups, students read different texts or passages from a single text, then share and exchange information from their reading with another group. They then return to their original groups to share their new knowledge.
Literature Circles	T	Groups of students read the same text to participate in a mutual reading experience; based on the objective(s) of the lesson, students take on a variety of roles throughout the reading experience; texts may be selected based on individual preferences or on the demands of the text	Groups of students read the same text to participate in a mutual reading experience; based on the objective(s) of the lesson, students take on a variety of roles throughout the reading experience; texts may be selected based on individual preferences or on the demands of the text
Think-Pair-Share	T/S	Pairing with a peer to share ideas; before sharing ideas and discussion with a larger group	Pairing with a peer to share ideas; before sharing ideas and discussion with a larger group