

# Resources

# SpringBoard Learning Strategies

## READING STRATEGIES

STRATEGY	DEFINITION	PURPOSE
<b>Close Reading</b>	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
<b>Diffusing</b>	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
<b>Double-Entry Journal</b>	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 respond to a specific passage with comments, questions, or insights to foster active involvement with a text and to facilitate increased comprehension
<b>Graphic Organizer</b>	Using a visual representation for the organization of information	To facilitate increased comprehension and discussion
<b>KWHL Chart</b>	Setting up discussion with use of a graphic organizer. Allows students to activate prior knowledge by answering "What do I <i>know</i> ?" sets a purpose by answering "What do I <i>want</i> to know?" helps preview a task by answering "How will I learn it?" and reflects on new knowledge by answering "What have I <i>learned</i> ?"	To organize thinking, access prior knowledge, and reflect on learning to increase comprehension and engagement
<b>Marking the Text</b>	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
<b>Metacognitive Markers</b>	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
<b>Predicting</b>	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
<b>Previewing</b>	Examining a text's structure, features, layout, and so on, prior to reading	To gain familiarity with the text, make connections to the text, and extend prior knowledge to set a purpose for reading
<b>QHT</b>	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 pre-reading exercise to aid in comprehension

<b>STRATEGY</b>	<b>DEFINITION</b>	<b>PURPOSE</b>
<b>Questioning the Text*</b>	Developing literal, interpretive, and universal questions about the text while reading 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
<b>Quickwrite</b>	Responding to a text by writing for a short, specific amount of time about a designated topic or idea related to a text	To activate background knowledge, clarify issues, facilitate making connections, and allow for reflection
<b>RAFT</b>	Responding to and analyzing text by brainstorming various roles (e.g., self, characters from other texts), audiences (e.g., a different character, a real person), formats (e.g., letter, brochure, essay, travel guide), and topics; readers may choose one particular role, audience, format, and topic to create a new text	To initiate reader response; to facilitate an analysis of a text to gain focus prior to creating a new text
<b>Rereading</b>	Encountering the same text with more than one reading	To identify additional details; to clarify meaning and/or reinforce comprehension of texts
<b>SIFT*</b>	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
<b>Skimming/Scanning</b>	Skimming by rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material; scanning by focusing on key words, phrases, or specific details to provide 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

\*AP strategy

## READING STRATEGIES (Continued)

STRATEGY	DEFINITION	PURPOSE
<b>SMELL*</b>	Analyzing a persuasive speech or essay by asking five essential questions: <ul style="list-style-type: none"> <li>• <b>Sender-receiver relationship</b>—What is the sender-receiver relationship? Who are the images and language meant to attract? Describe the speaker of the text.</li> <li>• <b>Message</b>—What is the message? Summarize the statement made in the text.</li> <li>• <b>Emotional Strategies</b>—What is the desired effect?</li> <li>• <b>Logical Strategies</b>—What logic is operating? How does it (or its absence) affect the message? Consider the logic of the images as well as the words.</li> <li>• <b>Language</b>—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.</li> </ul>	To analyze a persuasive speech or essay by focusing on five essential questions
<b>SOAPSTone*</b>	Analyzing text by discussing and identifying <i>Speaker, Occasion, Audience, Purpose, Subject, and Tone</i>	To use an analytical process to understand the author’s craft
<b>Summarizing/ Paraphrasing</b>	Restating in one’s own words the main idea or essential information expressed in a text, whether it be narration, dialogue, or informational text	To facilitate comprehension and recall of a text
<b>Think Aloud</b>	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
<b>TP-CASTT*</b>	Analyzing a poetic text by identifying and discussing <i>Title, Paraphrase, Connotation, Attitude, Shift, Theme, and Title</i> again	To use an analytical process to understand the author’s craft
<b>Visualizing</b>	Forming a picture (mentally and/or literally) while reading a text	To increase reading comprehension and promote active engagement with text
<b>Word Maps</b>	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

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## WRITING STRATEGIES

STRATEGY	DEFINITION	PURPOSE
<b>Adding</b>	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
<b>Brainstorming</b>	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
<b>Deleting</b>	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
<b>Double-Entry Journal</b>	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 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
<b>Drafting</b>	Composing a text in its initial form	To incorporate brainstormed or initial ideas into a written format
<b>Free writing</b>	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
<b>Generating Questions</b>	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
<b>Graphic Organizer</b>	Representing 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
<b>Looping</b>	Focusing on one section of a text and generating new ideas from that section and then repeating the process with 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
<b>Mapping</b>	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

## WRITING STRATEGIES (Continued)

STRATEGY	DEFINITION	PURPOSE
<b>Marking the Draft</b>	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
<b>Outlining</b>	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
<b>Quickwrite</b>	Writing for a short, specific amount of time about a designated topic related to a text	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)
<b>RAFT</b>	Generating and/or transforming a text by identifying and/or manipulating its component parts of <i>Role, Audience, Format, and Topic</i>	To consider the main elements of the writer's own work in order to generate a focus and purpose during the prewriting and drafting stages of the writing process
<b>Rearranging</b>	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
<b>Revisiting Prior Work</b>	Looking through a collection of previously completed work to identify successes and challenges that may have been encountered with particular formats, conventions, style, word choice, and so on	To build on prior experience in preparation for a new piece of writing and/or to revise a previous piece of writing
<b>Self Editing/Peer Editing</b>	Working 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
<b>Sharing and Responding</b>	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
<b>Sketching</b>	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
<b>Substituting</b>	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
<b>Transformation of Text</b>	Providing opportunities for students to create new text from a studied text by changing the genre, vernacular, time period, culture, point of view, and so on	To highlight the elements of a genre, point of view and so on; to illustrate how elements of style work together
<b>TWIST*</b>	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
<b>Webbing</b>	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

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## SPEAKING AND LISTENING STRATEGIES

STRATEGY	DEFINITION	PURPOSE
<b>Notetaking</b>	Creating a record of information while listening to a speaker	To facilitate active listening; to record and organize ideas that assist in processing information
<b>Oral Interpretation</b>	Reading a text orally while providing the necessary inflection and emphasis that demonstrate an understanding of the meaning of the text	To share with an audience the reader's personal insight into a text through voice, fluency, tone, and purpose
<b>Oral Reading</b>	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
<b>Role Playing</b>	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
<b>Rehearsal</b>	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)

## COLLABORATIVE STRATEGIES

STRATEGY	DEFINITION	PURPOSE
<b>Think-Pair-Share</b>	Considering and thinking about a topic or question and then writing what has been learned; pairing with a peer or a small group to share ideas; sharing ideas and discussion with a larger group	To construct meaning about a topic or question; to test thinking in relation to the ideas of others; to prepare for a discussion with a larger group
<b>Discussion Groups</b>	Engaging in an interactive, small group discussion, often with an assigned role; to consider a topic, text, question, and so on	To gain new understanding or insight of a text from multiple perspectives