

Resources

SpringBoard Instructional Strategies Index

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 to 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
Anticipation Guide	T	Activating thinking about a particular topic by presenting issues or vocabulary prior to reading the text (e.g., word categorization, agree/disagree, opinionnaire)	To provide a focus for reading and encourage students to be actively involved with the text by anticipating issues or new vocabulary
Chunking the Text	T	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	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
Graphic Organizer	S	Using a visual representation for the organization of information	To facilitate increased comprehension and discussion
Guided Reading	T	Identifying strategies to guide students through challenging text (e.g., make predictions, mark the text, skim the text)	To help students learn to use a multiplicity of strategies to make meaning from challenging text
Interactive Word Wall	T	Creating an interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course of a year	To provide a print-rich environment, reinforcement of learned words, a reference for reading and writing, and an ever-present tool for building word knowledge and awareness
KWHL Chart	S	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

STRATEGY		DEFINITION	PURPOSE
Manipulatives	T	Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding the text.	To provide a tactile and visual means of examining text in order to encourage multiple ways of understanding text
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
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, 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
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* <i>The AP Vertical Teams Guide for English (109-112)</i>	S	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
Quickwrite	S	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
RAFT	S	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
Rereading	S	Encountering the same text with more than one reading	To identify additional details; to clarify meaning and/or reinforce comprehension of texts
Shared Reading	T	Reading the text aloud (usually by the teacher) while students follow along silently, or reading a text aloud with an invitation to students to read along orally	To provide support for students in a group or for the whole class as they interpret and analyze challenging text

*Delineates AP strategy

READING STRATEGIES (Continued)

STRATEGY	DEFINITION	PURPOSE
SIFT* <i>The AP Vertical Teams Guide for English (17–20)</i>	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 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
SMELL* <i>The AP Vertical Teams Guide for English (138–139)</i>	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 <i>The AP Vertical Teams Guide for English</i>
SOAPStone*	S 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
Summarizing/ Paraphrasing	S 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
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
TP-CASTT* <i>The AP Vertical Teams Guide for English (94–99)</i>	S 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
Visualizing	S Forming a picture (mentally and/or literally) while reading a text	To increase reading comprehension and promote active engagement with text
Vocabulary Notebook	T Using a format such as a notebook, journal, or personal list to maintain an ongoing list of vocabulary words, definitions, and connection to academic study	To facilitate and sustain a systematic process of vocabulary development

*Delineates AP strategy

STRATEGY		DEFINITION	PURPOSE
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 word card manipulatives 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
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 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
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	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
Guided Writing	T	Teacher modeling of 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 do it	To demonstrate the process of writing by modeling the construction, revision and/or process of crafting texts
Looping	S	Focusing on one section of a text and generating 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

WRITING STRATEGIES (Continued)

STRATEGY	DEFINITION	PURPOSE
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 to 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
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 T	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)
RAFT S	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
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
Revisiting Prior Work S	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
Self-Editing/Peer Editing S	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
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 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

STRATEGY		DEFINITION	PURPOSE
TWIST* <i>(The AP Vertical Teams Guide for English 167–174)</i>	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 students with visual stimuli (e.g., a piece of art, film clip, visual media) or auditory stimuli (e.g., a piece of music, sound effects, radio broadcast, other auditory expressions) 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	Using a class-developed checklist (that could be written on a bookmark and/or displayed on the wall) to look for specific features of a text and check for accuracy	To focus the editing stage of the writing process on key areas so that the writer can correct common mistakes and include specific components

*Delineates AP strategy

SPEAKING AND LISTENING STRATEGIES

S T STUDENT/TEACHER

STRATEGY		DEFINITION	PURPOSE
Choral Reading	T	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 an informal or formal argumentation 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 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, respond, and evaluate	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
Notetaking	S	Creating a record of information while listening to a speaker	To facilitate active listening; to record and organize ideas that assist in processing information
Oral Interpretation	S	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

SPEAKING AND LISTENING STRATEGIES (Continued)

STRATEGY		DEFINITION	PURPOSE
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
Read Around	T	Practicing oral reading of a selected text and providing students with an opportunity to choose their favorite sentences and/or chunks of text to read to others	To inspire critical thinking and promote fluent and purposeful reading
Rehearsal	T	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

COLLABORATIVE STRATEGIES

S T STUDENT/TEACHER

STRATEGY		DEFINITION	PURPOSE
Discussion Groups	S	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
Jigsaw	T	By reading different texts or passages from a single text, students become "experts"; they share information from their reading with a specific group, and then return to their initial groups to share their new knowledge	To summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety
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	To provide opportunities for students to interact with one another as they read, respond to, and interpret a common text
Think-Pair-Share	S T	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