

NT1522

THINKING ROUTINES FOR WRITING:
OPTIMISING THE WRITING EXPERIENCE
WITHIN AND BEYOND THE ENGLISH LANGUAGE CLASSROOM

Native-speaking English Teacher Section

Curriculum Development Institute

Education Bureau



Plan



Implement



Evaluate



Refine

L

Flow of the "Seed" Project

PROJECT OBJECTIVES

This "Seed" project aims to support English language teachers in:

- becoming familiar with **a range of thinking routines** that can be used for different purposes;
- exploring how thinking routines can be **applied to develop and refine students' writing skills**;
- building **capacity to cultivate a classroom environment** conducive to using thinking routines regularly and naturally to enhance students' writing;
- designing **units of work with writing activities** structured by thinking routines; and
- tracking students' progress in the use of thinking routines and in the development of their writing ability using a variety of **formative assessment** tools including portfolio.

HOW CAN THINKING ROUTINES ADD VALUE TO SECONDARY STUDENTS' WRITING?

**Targets both students and teachers with a strong focus on
the development of thinking and writing skills**

EXAMPLES OF WRITING SKILLS TO BE DEVELOPED AT KS3 AND KS4

KS 3

- Describe, express or explain ideas, feelings and experiences
- Create written and multimodal texts appropriate to context, purpose and audience
- **Use strategies to arouse and sustain readers' interest**
- Plan and organise ideas, and use appropriate cohesive devices
- **Use a wide range of language patterns... for various purposes**
- **Use appropriate tone, style and register for various purposes**

KS 4

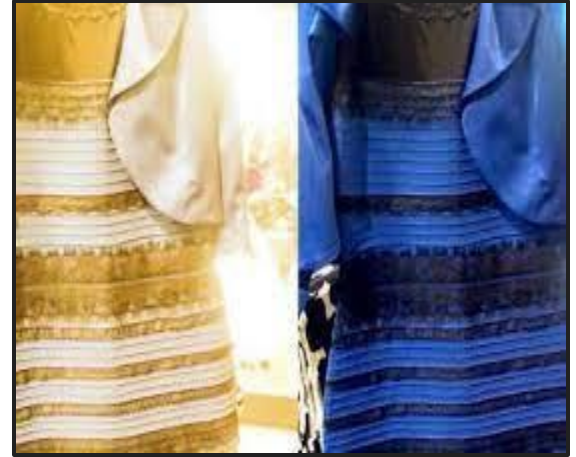
- Plan and produce coherent and structured texts
- **Present different views and arguments clearly and logically**
- **Present and elaborate main ideas and supporting details through exemplifications, explanations, etc**
- Relate events and their causes and effects
- **Use persuasive devices effectively**

SOME COMMON FEATURES IN WRITING THAT WE WILL ADDRESS



- **Perspective taking**
- **Supporting ideas**
- **Sustaining a logical argument**
- **Suitability of tone**
- **Language complexity**

PERSPECTIVE TAKING



SUPPORTING IDEAS AND SUSTAINING A LOGICAL ARGUMENT

- Initial stimulus
- Relevant examples
- Extension of ideas
- Connection to point



SUITABILITY OF TONE



LANGUAGE COMPLEXITY

Recycling vocabulary

Exposure to a wider range of vocabulary and language structures

Reviewing structures in an authentic environment

Using group editing to support learning



VISIBLE THINKING MEANS VISIBLE RESULTS

2021 HKDSE English Language Paper 2 Candidates' Performance Report

The better answers addressed the question in a balanced way, utilising a wide range of grammatical structures, supported arguments with credible examples and provided a variety of vocabulary in the form of complex sentence structures and a variety of suitable vocabulary.

Notably these answers were always 'compelling, thoughtful and accurate in tone and grammar'.



ORGANISE

WRITE

WHAT ARE
THINKING ROUTINES?

Thinking Routines can be divided into categories to make their implementation strategic in the classes. Some work in a specific way to uncover ideas while others take a much more detailed look at reasons, evidence and perspective.

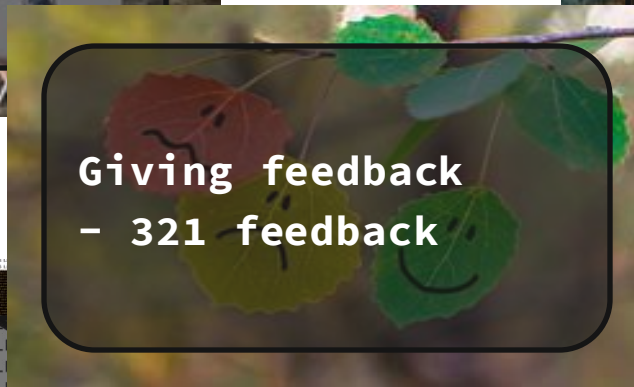
EXAMPLE CATEGORIES OF THINKING ROUTINES



Introducing &
exploring ideas
– See think wonder



Synthesising and
organising ideas
– Generate sort
connect elaborate



Giving feedback
– 321 feedback



Digging deeper into
ideas
– Peel the fruit

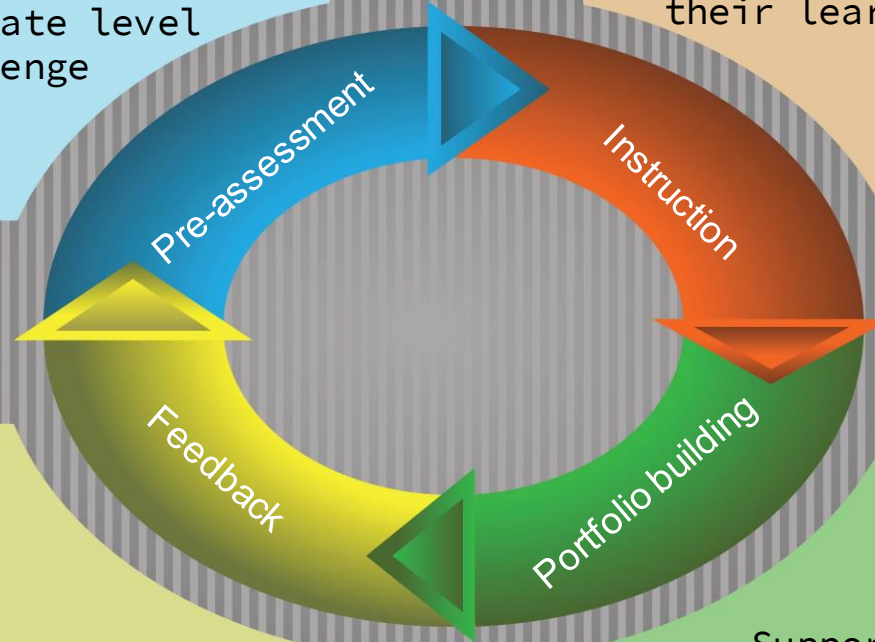


Perspective taking
– Step in step out

INSTRUCTIONAL CYCLE – WRITING AND THINKING ROUTINES

Identify where Ss are in their learning and set an appropriate level of challenge

Show Ss the connections between their thinking and their learning



Explore a variety of ways to give targeted feedback

Support Ss in creating a portfolio of work which documents their progress

HERE IS AN EXAMPLE OF
WHAT CAN HAPPEN IN A
LESSON...



HIGH DENSITY LIVING

Guiding questions – What would it be like to live here? What would you see around you?



Step 1 Introduce a link to the writing that you want to work on



Step 2 Explore

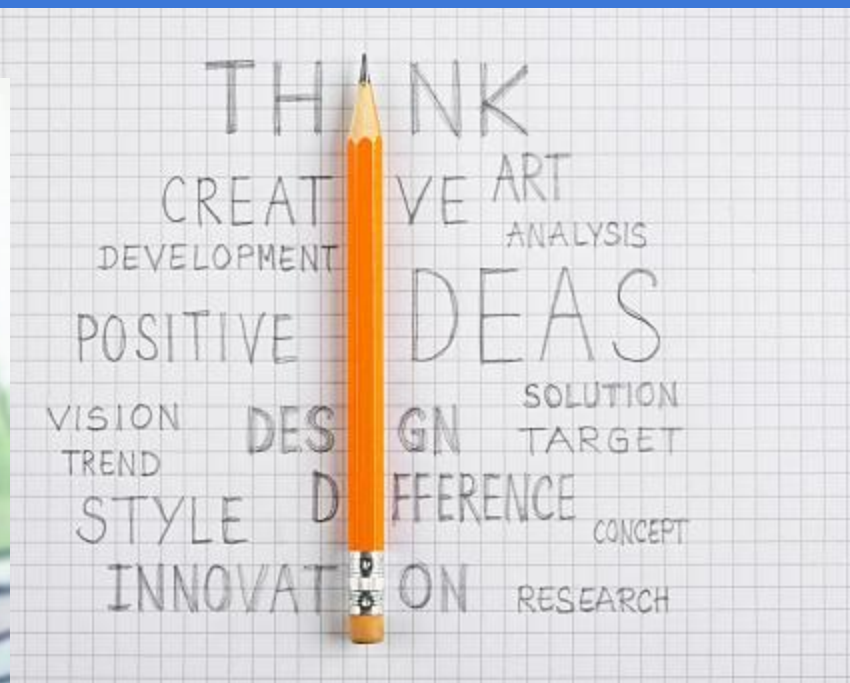
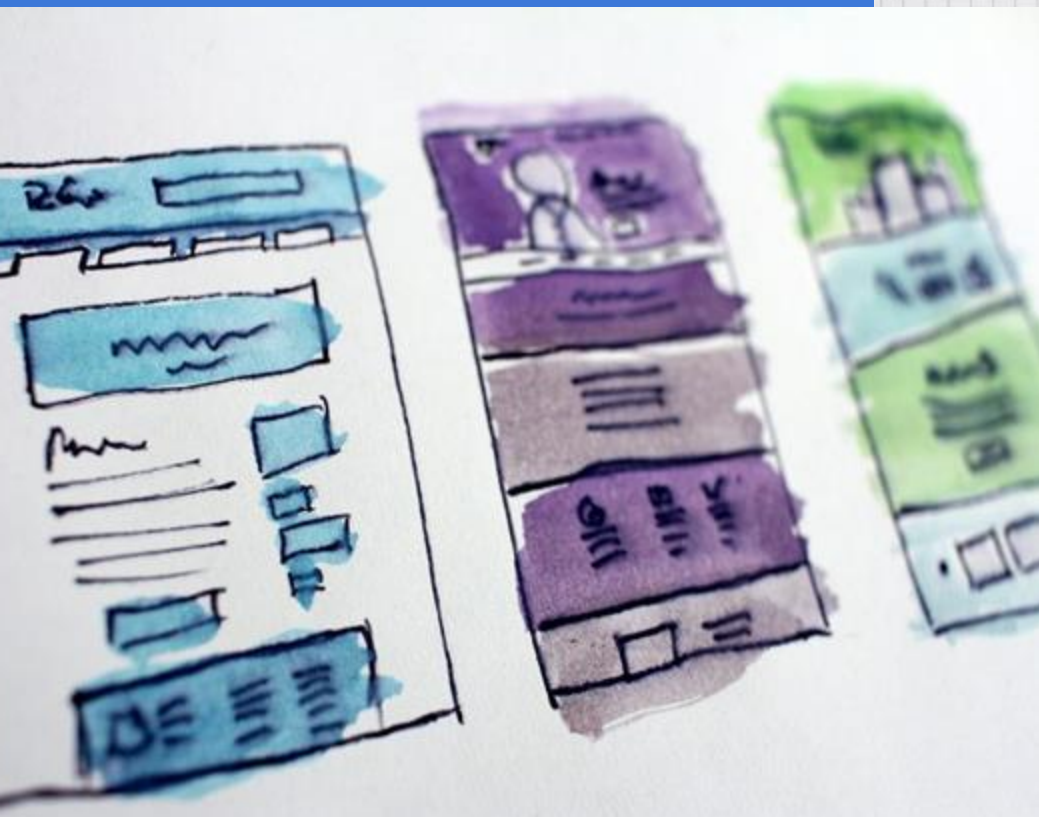


Step 3 Refine - Use an anchor text for further stimulus



Step 4 Evaluate, Document, Reflect

PORTFOLIO



WHAT IS THE PURPOSE OF THE PORTFOLIO?

- Digital or handwritten
- Should be a reflection of student work and show evidence of editing and process. Some of the entries should address how the students arrived at their thinking and discovery
- Peer/self and teacher evaluation that is both formative and summative
- Drafting and editing

SAMPLE PORTFOLIO ENTRY CONTENT

What do you notice?

People working, makeshift tools, mud on the ground, children going to school, corrugated iron housing, low exposed wires



What does it make you feel?

The people are in danger, a poor area. Cramped area, no running water, lots of disease, children have limited access to basic needs, limited potential for jobs/development, not a safe area to be growing up, crowded

What story might it tell?

The people living here do not have the basic needs of life. There are probably a lot of accidents occurring because of the dangers of low wires. Electricity is possibly very hit and miss and therefore the routines which occur after dark would be made treacherous.

When I look at this image I feel that the probability of ... is high/low
This image highlights the need for ...
The living conditions here are...

PORTFOLIO ENTRY – CHECKLIST FOR WRITING PROCESS

Writing Skills	Evidence		Thinking skills	Evidence (where did it come from?)	
			Range of ideas		
Ideas/claims are clear <ul style="list-style-type: none"> What is your claim? 			Logic		
How have you supported your claim? <ul style="list-style-type: none"> Have you done this in different ways? 			Sequencing of ideas	List the major idea with development.	
What persuasive language have you used to support your claim?					

RECAP – PROJECT OBJECTIVES

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thank
you!

ENQUIRY

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