Collaborative Research and Development ("Seed") Project 2023/24

NT1523

Thinking Routines for Writing: Optimising the writing experience within and beyond the English Language Classroom

Native-speaking English Teacher Section

Education Bureau



Plan



Implement



Evaluate



Refine

L

Flow of the Seed Project

Where can this Seed project add value?

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

Common features in Writing that we will address

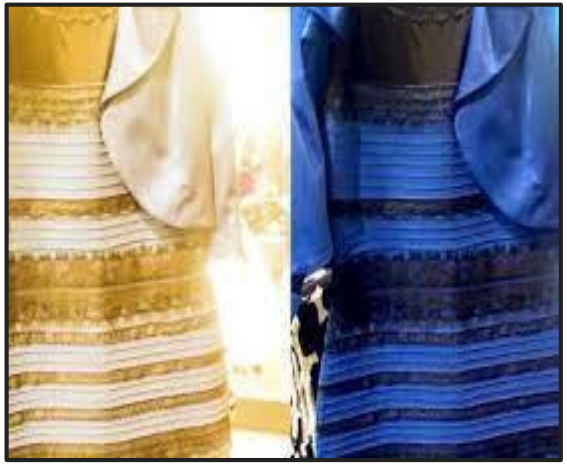


- Perspective taking
- Supporting ideas
- Sustaining a logical argument
- Suitablility of tone
- Language complexity

Perspective taking







Supporting ideas and sustaining a logical argument

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



Suitability of tone







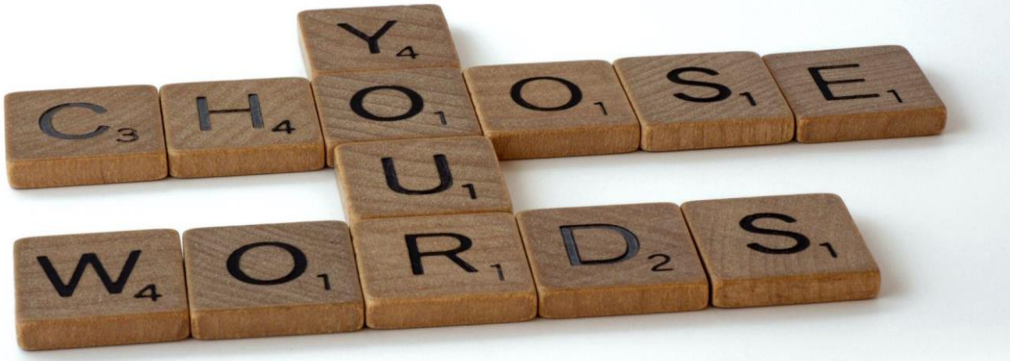
Language complexity

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

2022 HKDSE English Language Paper 2

The better answers addressed the questions 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’

What are Thinking Routines?

What are thinking routines?

Thinking Routines can be divided into categories to make their implementation strategic in the classes. Not all thinking routines are interchangeable. Some work in a specific way to uncover ideas while others take a much more detailed look at reasons, evidence and perspective

Categories of thinking routines

Introducing / exploring ideas - See Think Wonder

Synthesizing / organising ideas - Generate Sort Connect Elaborate

Digging deeper into ideas - Peel the Fruit

Giving feedback-321 Feedback

Core ideals

Synthesizing

Evaluating

Discovering

Explaining

Pulling apart/putting together

Deciding on a course of action

Lesson Framework

Framework lesson cycle - Writing and Thinking Routines

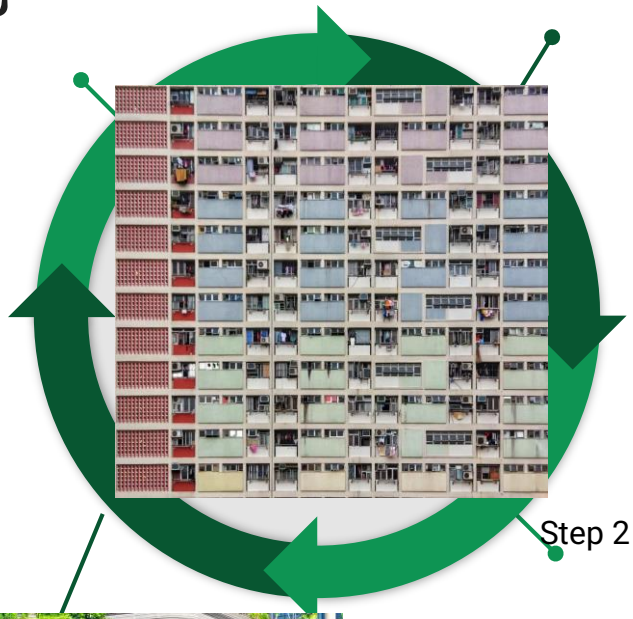
This is an example of one round of lessons related to one text type only. The idea is to repeat this framework with other text types using the routines to

- challenge the students
- show them the connections between their thinking and learning
- create a portfolio of work which documents their progress
- explore a variety of ways for the teacher to give targeted feedback

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

High density living

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

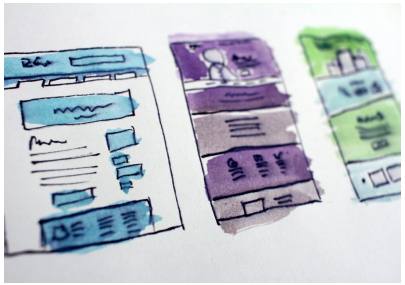


Step 2 Explore

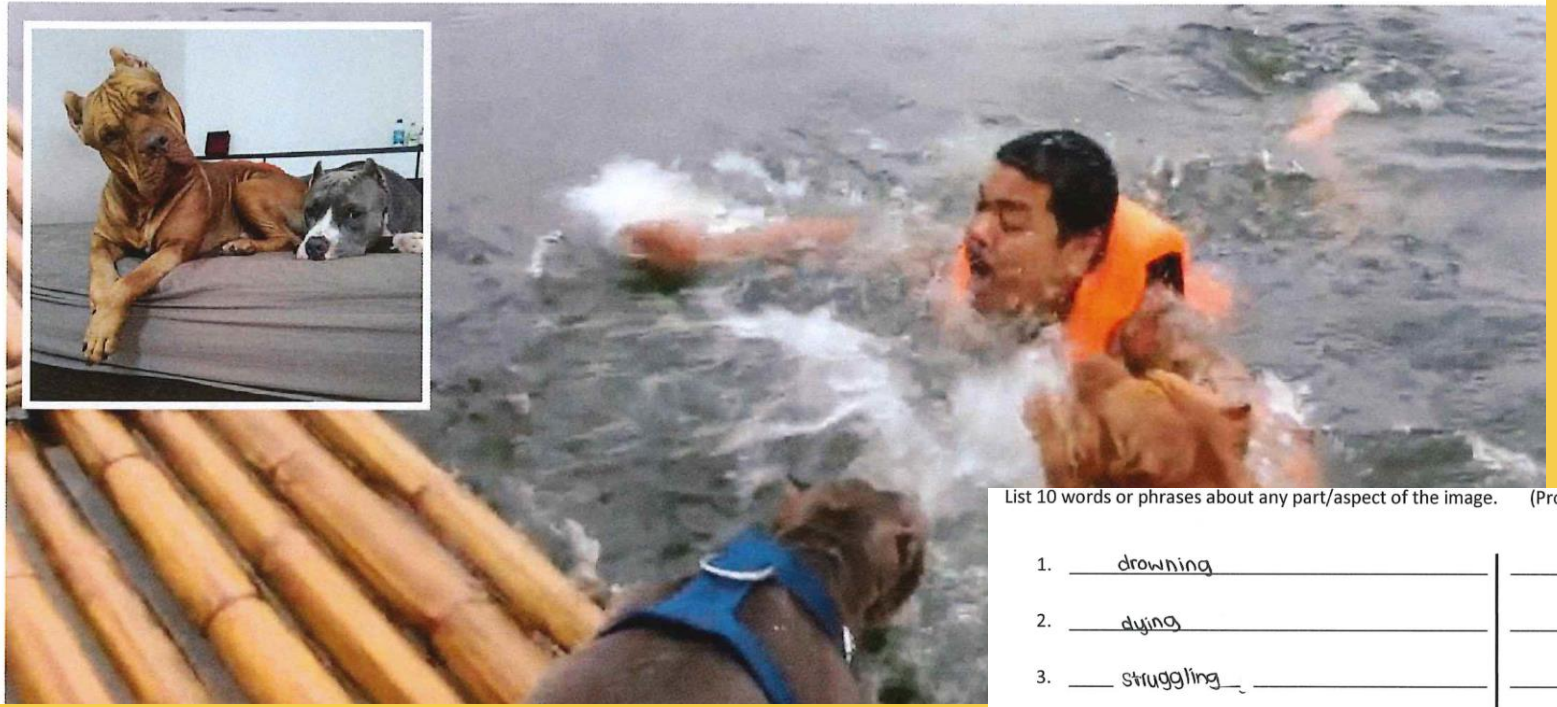
Step 3 Refine
Use an anchor text for further stimulus



Step 4 Evaluate
Document Reflect



Ten Times Two: Look at the image below, and on the screen, quietly for 1 minute. Let your eyes wander.



List 10 words or phrases about any part/aspect of the image. (Prompts given if needed)

1.	drowning	a brown dog
2.	dying	a grey dog
3.	struggling	old uncle with life j
4.	loyal	green-ish ocean
5.	saving	cloudy weather (?)
6.	dogs	bamboos
7.	ocean	dogs trying to save own

 **Looks like**	 **Feels like**	 **Sounds like**
What do you see? Colours, crowds, parties,rooms, buildings Describe by writing words or phrases.	What sensation does it give you? How do the people seem to be acting? Describe by writing words or phrases.	What can you hear? Is it loud or quiet? Are there any musical instruments or songs? What can you hear in the background. Describe by writing words or phrases.

Writing

How can pets and people help each other?

Writing task **Short story**

To celebrate World Animal Day, a magazine is organizing a short story writing competition. You would like to enter the competition.

- Write a short story about a pet helping its owner.
- Choose a pet and narrate an incident where it helps its owner get out of a difficult situation.



Analyse the task

Purpose, audience and tone

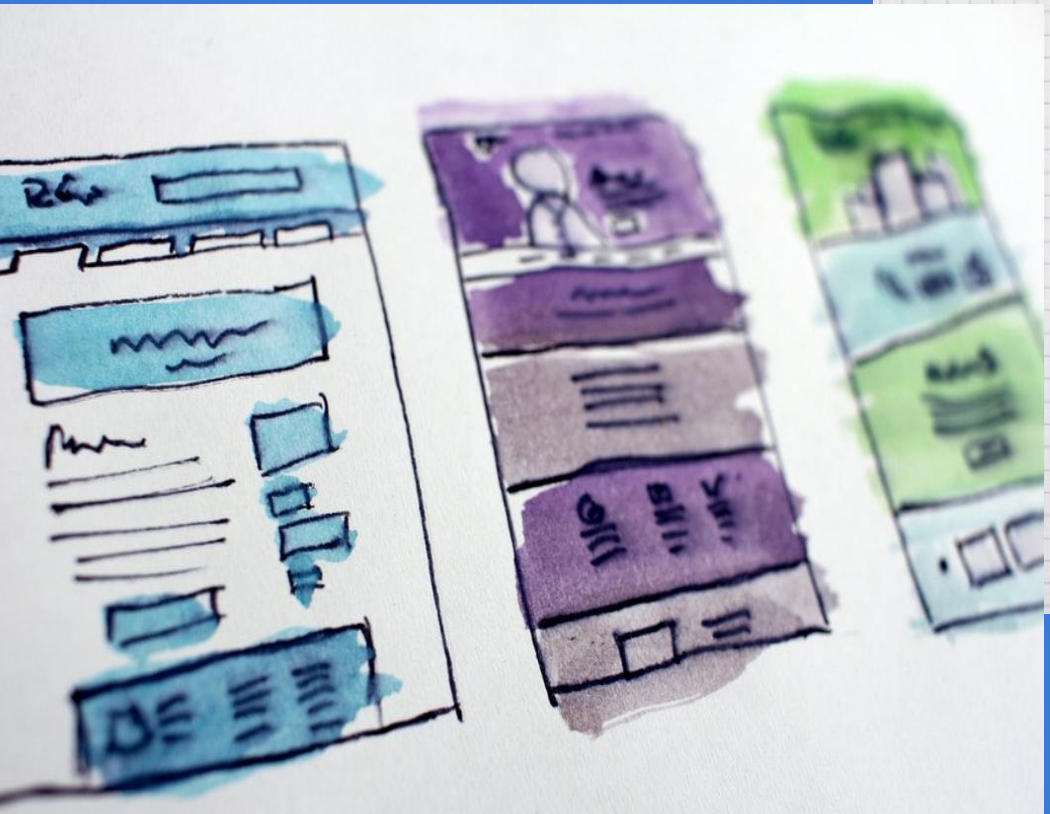
Think about the task and answer the PAT questions.

Purpose	Audience	Tone
What is the purpose of your short story?	Who will read the short story?	What tone should you use in your short story?

Beginning

"At 3 p.m. today, a local citizen around 40-50 years old almost drowned in the ocean, luckily, his loyal dogs saved him from danger." When Steve heard himself in the news report, he immediately had flash backs of what happened a few hours ago. It all started when Steve decided to bring his dogs to a trip at the ocean, not knowing it was going to be the worst decision he ever made.

Portfolio




THINK
CREATIVE
ART
ANALYSIS
DEVELOPMENT
POSITIVE
IDEAS
VISION
DESIGN
SOLUTION
TARGET
TREND
STYLE
DIFFERENCE
CONCEPT
INNOVATION
RESEARCH

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

Portfolio Entries



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

Writing Skill	Evidence		Thinking skills	Evidence (where did it come from?)	
			Range of ideas		
Ideas/claims are clear ● What is your claim?			Logic		
How have you supported your claim? ● Have you done this in different ways?			Sequencing of ideas		
What persuasive language have you used to support your claim?					

Checklist for writing process



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