

## Multimodal texts and the Thinking Skills Framework

Thinking skills cycle	Sentence stems	Multimodal Skills	Some suggested Strategies <small>(this is not an exhaustive list)</small>
<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Activating prior skills, knowledge and understanding</li> <li>- Gathering information</li> <li>- Determining the process/method and strategy</li> <li>- Determining success criteria</li> </ul>	<p><i>What are we trying to achieve?</i></p> <p><i>Talk to the rest of your group about what you're trying to achieve.</i></p> <p><i>What is the important information?</i></p> <p><i>What do we need to know to be able to do this?</i></p> <p><i>How are we going to get this information?</i></p> <p><i>How will we know when we've succeeded?</i></p>	<p><b>Decide on mode and content for specific purpose(s) and audience(s)</b></p> <ul style="list-style-type: none"> <li>▪ choose which mode(s) will best communicate meaning for specific purposes (deciding on words rather than images or gesture/music rather than words)</li> <li>▪ use perspective, colour, sound and language to engage and hold a reader's/viewer's attention</li> <li>▪ select appropriate content to express personal intentions, ideas and opinions</li> <li>▪ adapt, synthesise and shape content to suit personal intentions in communication.</li> </ul>	<p>KWL/KWHL</p> <p>Mindmaps</p> <p>TASC</p> <p>Think, Pair, Share</p> <p>Snowballing</p> <p>Brainstorm/Placemats</p> <p>Anticipation Guide</p> <p>Success criteria/Success ladders</p> <p>Concept cartoons</p> <p>Concept maps</p> <p>Placemat activities</p> <p>Post it challenge</p> <p>Graffiti board</p> <p>Talking heads</p> <p>Ideas funnel</p> <p>Whiteboards</p> <p>Meta menus</p>

<p><b>Develop</b></p> <ul style="list-style-type: none"> <li>- Generating and developing ideas</li> <li>- Valuing errors and unexpected outcomes</li> <li>- Entrepreneurial thinking</li> <li>- Thinking about cause and effect and making inferences</li> <li>- Thinking logically and seeking patterns</li> <li>- Considering evidence, information and ideas</li> <li>- Forming opinions and making decisions</li> <li>- Monitoring progress</li> </ul>	<p><i>Can we think of some ideas? What's the best idea? How are we going to record your ideas so that we (or someone else) can use them, or adapt them to use them again? In which order will we do things?</i></p> <p><i>Complete the task. Are we happy with it? Is it ready to share with others?</i></p>	<p><b>Structure texts</b></p> <ul style="list-style-type: none"> <li>▪ pay conscious attention to design and layout of texts, and use structural devices (pages, sections, frames, paragraphs, blocks of text, screens, sound sequences) to organise texts</li> <li>▪ integrate and balance modes for design purposes</li> <li>▪ structure longer texts with visual, verbal and sound cohesive devices</li> <li>▪ use background detail to create mood and setting.</li> </ul> <p><b>Use technical features for effect</b></p> <ul style="list-style-type: none"> <li>▪ handle technical aspects and conventions of different kinds of multimodal texts, including line, colour, perspective, sound, camera angles, movement, gesture, facial expression and language</li> <li>▪ choose language, punctuation, font, typography and presentational techniques to create effects and clarify meaning</li> <li>▪ choose and use a variety of sentence structures for specific purposes.</li> </ul>	<p>Storyboards Story maps Shoot list Diamond ranking Ideas funnel Text marking Concept cartoons Concept maps Mind mapping Meta menus Dot voting Talk partners</p>
<p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>- Reviewing outcomes and success criteria</li> <li>- Evaluate own learning and thinking</li> <li>- Linking and lateral thinking</li> </ul>	<p><i>Share your work with others. What did you do first, next, then...? What worked well? What went wrong? What puzzled you? Did you get stuck? How did you solve the problem? Explain what you did to the rest of the class. When might you use this strategy again? What will you put in your multimodal toolkit? What's useful for next time?</i></p>	<p><b>Reflect and Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ explain choices of mode(s) and expressive devices, including words</li> <li>▪ improve own composition or performance, reshaping, redesigning and redrafting for purpose and readers' viewers' needs</li> <li>▪ comment on the success of a composition in fulfilling the design aims</li> <li>▪ comment on the relative merits of teamwork and individual contribution for a specific project.</li> </ul>	<p>Traffic lights Learning logs Two stars and a wish PMI diagram Learner to learner dialogue Concept maps KWL/KWHL grids Graffiti board Talking heads Reflection triangle Meta menus Art Spiral Dartboard Evaluation Caterpillar</p>

Adapted from 'Visual Approaches to Teaching Writing – Multimodal Literacy 5 – 11 Eve Bearne and Helen Wolstencroft