



**PINPOINT**



*In the same way that understanding text structures can help students comprehend texts, understanding content structures can help students better comprehend content.*

Jim Knight

## 4 modes

The content of each school subject is contained within four main structures. However different the content of the subjects, these four ways of organising information are common to them all and always present. They are:

- define
- compare
- sequence
- cause and effect.

## The benefits

When teachers understand in which mode their subject content is organised, it makes for:

- more focused Advance Organisers
- clearer teacher explanation
- firmer student understanding
- better student ability to explore the material
- deeper memory and recall.

## Thinking skills

These four structures offer teachers the most practical way of developing thinking skills in their students.

Each mode of thinking can be represented by a graphic organiser. The HOW2 graphic organisers are themselves categorised within these four functions.

Each mode can be introduced at different levels. Within the Define mode, for example, younger students can start with a Single Bubble, while more advanced, older students can learn to construct their own Concept Maps.



*Verb lists in Bloom are not reliable. Define, for example, is found in both Knowledge and Comprehension and compare and contrast in Evaluation and Analysis.*

Pam Hook

## Agreement

There is a growing agreement among different approaches and programmes on this understanding of how knowledge and understanding occurs. And how to develop the relevant thinking skills of each mode.

	Define	Compare	Sequence	Cause
HOW2 tools	■	■	■	■
SOLO	■	■	■	■
Instructional Coaching	■	■	■	■

## SOLO

Pam Hook's work in developing the SOLO model for primary schools has been validated by SOLO's creator John Biggs. Within her work, the four modes are the tools for students developing through the levels.

Each mode is made visual and practical by the use of appropriate graphic organisers.

## The Lexical Approach

This distinct strategy to learning a second language is built around key modes of thinking that overlap the four modes. Graphic organisers, once again, form their visual and practical execution.

## REFERENCES

**Caviglioli, O, Harris, I & Tindall, W. (2002)** Thinking Skills and Eye Q Network Press, Stafford

**Hook, P & Mills, J. (2011)** SOLO Taxonomy: A Guide for Schools Essential Resources, Laughton

**Knight, J. (2007)** Instructional Coaching, Corwin Press

**Lenz, B.K. et al (1998)** The Course Organizer Routine, Edge Enterprises, Lawrence Kansas

## Instructional Coaching

Jim Knight's coaching model adopts the four mode model of understanding content promoted by both Lenz and Scanlon's work in establishing thinking routines.

So central are these four distinctions that teachers in his coaching project provide Advance Organisers created around them.

## Ted Wragg

In his research on teacher explanation in the primary school, Ted Wragg identified some key types. Unsurprisingly, they broadly overlapped with the four modes identified here.

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**Mohan, B. (1986)** Knowledge Framework, Addison-Wesley

**Scanlon, D. et al (2004)** The Order Routine Edge Enterprises, Lawrence Kansas

**Wragg, E.C. & Brown, G. A. (1993)** Explaining, Leverhulme Primary Project