

DEFINING THINKING ROUTINES

- Tools used over and over again in the classroom, that support specific thinking moves such as,
 - Making connections
 - Describing what's there
 - Building explanations
 - Considering different viewpoints and perspectives
 - Capturing the heart and forming conclusions
 - Reasoning with evidence
- Structures, through which students collectively as well as individually initiate, explore, discuss, document, and manage their thinking. These structures are:
 - Explicit: They have names to identify them
 - Instrumental: They are goal directed and purposeful
 - A few steps: Easy to learn, and easy to remember
 - Individual as well as group practices
 - Useful across a variety of contexts
 - Help to reveal students' thinking and make more visible
- Patterns of behavior adopted to help one use the mind to form thoughts, reason, or reflect. We see these patterns emerging as the routines:
 - Are used over and over.
 - Become engrained in us both teachers and students.
 - Flexibility emerges.