



# CONCEPTUAL UNDERSTANDING THINKING ROUTINE

**#1**

## IDENTIFY YOUR CONTEXT

- What situation/event has prompted the need for this text to be created?
- Who are you as the creator of this text?
- If someone asked you to create this text, what is your role/relationship to the person who asked you?

**#2**

## IDENTIFY YOUR INTENDED AUDIENCE

- Who is the intended audience that you, the creator of the text, need to address?
- What is the relationship between you, the creator of the text, and the intended audience?

**#3**

## IDENTIFY YOUR PURPOSE AND MEANING

- What is the purpose/intention of your communication?
- What are the key messages (meaning) you need to communicate to your intended audience?
- What is the most appropriate register to use when communicating with your intended audience?
- Which language features will help you use to convey your intended register?
- What is the most appropriate tone to use when communicating with your intended audience?
- Which language features will you use to convey your intended tone?
- What is the most appropriate degree of objectivity/subjectivity to use when communicating with your intended audience?
- Which language features will you use to convey your intended objectivity/subjectivity?

**#4**

## IDENTIFY THE APPROPRIATE TEXT TYPE

- Which text type is the best suited to communicate your intended purpose?
- Which text type is the best suited to convey the key messages (meaning) you need to communicate to your intended audience?
- Which text type is the most logical for your intended audience to access in order to receive your key messages?

**#5**

## IDENTIFY YOUR VARIATION

- What structural conventions should be used to clearly demonstrate the chosen text type?
- What language conventions should be used to clearly demonstrate the chosen text type and tone?

**Register** (i.e. formal, semi-formal, informal)

**Tone** (i.e. serious, polite, confident, authoritative, casual)

**Objectivity** (i.e. subjective/one-sided, objective/factual)

**Precise verbs** (i.e. terrifying vs scaring)

**Complex nominal groups** (i.e. the shocking consequences of pollution)

**Nominalisation** (i.e. pollution vs polluting)

**Text connectives** (i.e. moreover, for instance, however)

**Persuasive devices** (i.e. rhetorical question, simile, metaphor, hyperbole, repetition)

**Tense** (i.e. past, present, future, conditional)

**Modality** (i.e. should, might, possibly, definitely)