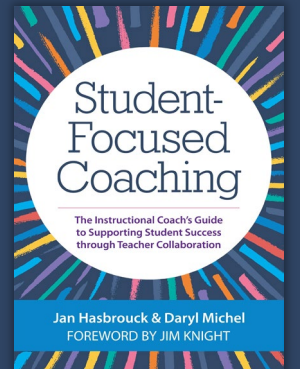


Making Invisible Thinking Visible through Oral and/or Written Expression

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Working Agenda

- Learn about an evidence-based instructional framework
- Describe your reading identity
- Learn about and practice research- and evidence-based disciplinary literacy metacognitive routines
- Apply learning to your context

Reading Apprenticeship Framework





"Reading is not simply a desire; it is a fundamental skill necessary for virtually everything we do."

Moats, 2020

Positive	Negative

What experiences shaped your identity as a reader?

Types of Listening

“I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant.”


Author Unknown

Cosmetic	Conversational	Active	Deep	Authentic
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Growth Coaching International, 2020; Hasbrouck & Michel, 2021; Starr, 2003

...has empathy, postpones interpretation, suspends judgement, stays attentive to the speaker, has patience, is present, poses questions, and utilizes minimal encouragers.

Levels of Listening

- 
- Level 1: Create a safe environment
 - Level 2: Clear away distractions
 - Level 3: Listen to what is being said and ask questions, if/when needed, to check for understanding
 - Level 4: Be aware of nonverbal cues
 - Level 5: Understand emotions and feelings, have empathy, validate (i.e., active, deep, authentic listening)
 - Level 6: Clarify assumptions and see issues in a new light

Literacy Example

- What skill(s) could be assessed from your writing sample (e.g., grammar)?
- What type(s) of assessments could you use (e.g., informal, formal, formative, summative, criterion-referenced, norm-referenced)?

"Old Man" by Ricardo Sánchez

old man
with brown skin
talking of past
 when being shephard
 in utah, nevada, colorado and new mexico
was life lived freely;

old man,
 grandfather,
wise with time
running rivulets on face,
deep, rich furrows,
 each one a legacy,
deep, rich memories
of life . . .
 "you are indio,
 among other things,"
he would tell me
 during nights spent
so long ago
 amidst familial gatherings
in albuquerque . . .

old man, loved and respected,
he would speak sometimes
of pueblos,
 san juan, santa clara,
 and even santo domingo,
and his family, he would say,
came from there:
 some of our blood was here,
 he would say,
 before the coming of coronado,
other of our blood
 came with los españoles
and the mixture
was rich,
 though often painful . . .

old man,
who knew earth
 by its awesome aromas
and who felt
the heated sweetness
 of chile verde
by his supple touch,
gone into dust is your body
 with its stoic look and resolution,
but your reality, old man, lives on
in a mindsoul touched by you . . .

Old Man . . .

What if the poem was read multiple times? Other skills that could be assessed

2nd Read: Write down your responses to one or more of the following questions:

- What does this poem make you think about/remind you of?
- What do you wonder about when listening to this poem?
- What **questions** do you have about the poem?

3rd Read: Write down your responses to one or more of the following questions:

- Why was this poem written (i.e., **author's purpose**)?
- What is the message or **theme** (e.g., can apply to another story or anyone else's life)?
- What **word choice** do you find powerful (i.e., vocabulary word or phrase)?

Using Assessment Data to Align Instruction and Intervention

How could this one poem be used to assess or support individual student needs (e.g., syllables)?

- Tier 1
- Tier 2
- Tier 3

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Mathematics Example

What skill(s) could be assessed?

How could making your invisible thinking visible on paper be used to plan future lessons?

SET

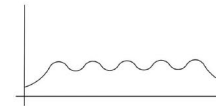
Topic: Describing attributes of a functions based on graphical representation

For each graph given match it to the contextual description that fits best. Then label the independent and dependent axis with the proper variables.

Graphs

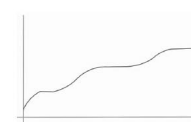
Contextual Descriptions

7.



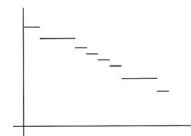
a. The amount of money in a savings account where regular deposits and some withdrawals are made.

8.



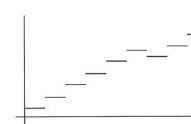
b. The temperature of the oven on a day that mom bakes several batches of cookies.

9.



c. The amount of gasoline on hand at the gas station before a tanker truck delivers more.

10.



d. Watermelons are delivered to a farmer's market every Saturday morning. The number of watermelons available for sale on Thursday.

11.



e. The amount of mileage recorded on the odometer of a delivery truck over a time period.

In what way(s) did you make your invisible thinking visible during this session?

How, if at all, can you use and/or apply the content from this presentation to your context?



Thank you!!

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