

Intermediate ELA Reading  
Materials Interview

Interviewer: Please describe the instructional materials that you are using for the lesson.

Teacher: For just today or that just built up?

Interviewer: Up to you.

Teacher: So today was mainly the rubric, the planning document. Those were the only ones today. Prior to today to build up we had some videos that explained those parts so about the introduction, about the thesis statement and that was mainly just to give them an alternative to our lecture style or worksheets. Those would be the key ones. It also gives them another perspective, another voice to these things.

Interviewer: And the text, what was the text?

Teacher: Oh right. The book is called The Endless Step. So we finished that about two weeks ago. We've done discussions on symbol, theme and motif and then they had to pick one and analyze it's importance to the novel so all of that's built up.

Interviewer: Why did you choose these materials?

Teacher: For today, so I was saying earlier that the writing process is something you jump through. They don't go step by step, they don't, that peer review probably wouldn't happen if it was just up to them or encouraged. We chose the planning doc to let them map out what is your data and how does it support versus just telling them that's what they need to do. If we had given them the rubric first, which says this is what you need to do, your data has to be supported by a warrant, they wouldn't have been able to do that just on their own. So giving them the planning doc lets them map it out before they mush it into paragraph as we tell them.

The rubric lets them self assess and clearly see where they lie. We haven't had them analyze a rubric like we did today like in their own words to really look at it and that's partially because rubrics are always used but the students don't often look at them. So that's also why we chose to do that today instead of just giving them the rubric. Use that as part of the instruction.

Interviewer: I try to do that.

Teacher: Yeah. Especially they look intimidating. If they just focus on one thing it's a little.

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Interviewer: I often use the word mush as well.

Teacher: We use mush. [inaudible 00:02:03] yeah we use it in the classroom. Mush it into a

paragraph.

Interviewer: What is it you like about these materials?

Teacher: Well I mean we made them all ourselves so it's not that we saw them and liked something and took it. I guess they were created with supports in mind. They were created out of the idea that they're not teaching the content but they're supporting their ability to do it on their own, so the planning doc they can then go home and do their essay on their own. The rubric they can go home and self reflect. I guess we created them, we like to create materials that are supportive and not just instructional if that makes sense. Not just giving them, delivering content through a worksheet but them providing supports that they can do this independently.

Interviewer: Are there any changes you would make to these materials?

Teacher: I don't think I'd change the materials but the time we spend on them. We're very rushed right now so like half the class didn't even have that planning doc done which is a combination of some kids just don't do their homework. But it's also some of them didn't fully understand how to use it and that's partially because we kind of introduced it and then said okay do it because we need to. We're running out of days. So I would have spent more time on that planning, more in class time. I don't think, I think it works well as a support. The kids who did actually said that it worked well and they had full paragraphs, so they were successful using it. They understood it.

Interviewer: How would you describe these materials as meaningful or relevant to a students' lives.

Teacher: Well it's a writing process and rubrics are everywhere so hopefully they can internalize that writing process, the steps or see how helpful it was or successful so that they do that on their own. They seek out a parent, like that one student said, "we can ask a parent" that would be great. They could give them a rubric, the process for peer review and do it. Or chunking a rubric, looking at a rubric to see what do I need to do to be succeeding. So I don't know that those specific materials are meaningful beyond English class, but there are rubrics in other English classes. There are graphic organizers in other classes so hopefully they can see that they actually work as supportive tools for them and made them have better work in the end.

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