

Intermediate ELA Reading  
Pre-Interview

Interviewer: Why did you choose to teach this lesson?

Teacher: Today's lesson is part of a bigger sequence which is a writing process. Today is the body paragraph. Just sort of came after the introduction we're do peer review. It's basically to chunk and slow down the writing process. That's just wanting them to be able to self reflect on the peer edits and look at the rubric.

Interviewer: I need that.

Teacher: Yeah.

Interviewer: What are the learning outcomes for the lesson? How are related to the larger sequence?

Teacher: The main outcome will be that they get a peer reviewed intro and body and that they self reflect against the rubric to do their own edits for our next class which is tomorrow. The main objective is they come in tomorrow with a completely peer reviewed, self edited essay and then they can move ahead to the conclusion tomorrow, which we haven't really learn about yet, they don't know what to put in it. We're just going piece by piece.

Interviewer: How would you describe this lesson as meaningful, useful, or relevant to student's lives?

Teacher: Of course it's meaningful. Mainly our students jump ahead in the writing process. They don't see it as steps, stages. They wouldn't peer review on their own unless they were sort of told to that that's a step in the process. They might not even look at the rubric unless it's part of the process. It's meaningful in the sense that it's sort of modelling the writing process for them in steps they can digest, in chunks, and hopefully then they internalize it and do it again. The writing process obviously isn't limited to English. Ideally they can apply this across all content areas. They tend to jump ahead to just their final draft. One time writing and that's it, so meaningful in the sense that they'll hopefully see other ways that they can use different tools, in this case the rubric and their peers, to improve their writing.

Interviewer: And not get to the dissertation stage of not being able to write.

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Teacher: Or self edit that and see typos after it's published.

Interviewer: What are the big questions you're using to drive student discussion?

Teacher: Our overall essential question is how can I use my literary skills to communicate powerfully with others? That's overall ELA, all English classes. Specifically today would

be how can they use these other tools to improve their writing. Again, the rubric they haven't seen before today. And that's mainly just so that they don't freak out. If we gave it to them before they even started writing, they'd kind of stifle their writing. After they've gotten a few parts of the essay down to give them the rubric then they can still adjust it. How can they use those outside tools, rubric and the peer, it improve their writing?

Interviewer: How are you planning to check for understanding or assess student outcome?

Teacher: They have a planning doc that's due today, which is very much a graphic organizer. We can check that for completeness and correctness to some extent, although it's not graded as a final piece. Then, after the peer edits, they'll have time, hopefully today, to respond to the peer edits and start drafting and we can look at that. Any of their digital docs we can peek at anytime, so we can sort of just check whenever we want informally. Formally it will be due tomorrow with the conclusion and we'll have teacher feedback. Then there next class they'll have to respond to that teacher feedback and have a final draft.

Mostly the checks right now are peer checks and self checks. Then there will be a teacher review tomorrow night. Then they'll have one last chance.

Interviewer: Tomorrow night sounds fun.

Teacher: Sixty-five essays.

Interviewer: How would you describe this lesson as engaging for students?

Teacher: They'll be working collaboratively from the very beginning on a task to look at the rubric. Then they'll be in different groups to peer review. That's engaging them with one another, which we try to do as much as possible in our classroom. Use the community as a tool for learning. That'll happen in two different ways today. Then they'll have some time on their own to just sort of digest and work independently.

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It's engaging in the sense that some students like to work on their own. Some like to work together. The lesson yesterday leading to this one had videos and other tools, so we try to teach to all different learning styles. Hopefully that alone makes it more engaging versus just receiving information from a lecture or a text book or just giving them the rubric to figure out. They're actually going to digest it and learn about it as a group or a pair.

Interviewer: How do you plan to manage student behavior throughout the lesson, starting with expectations?

Teacher: Expectations are pretty standard. We spend a lot of time at the beginning of the year setting basic expectations for the flow of the class. School wide you'll see them do a do now, so they know what to do in the expectation for that. Expectation for the peer

review process that we're going to use we've done before, so they know what's expected of them. They're on each other's digital documents, so we need to be very clear that they're not changing anything, messing with anything. Again, we've done this twice before, so some of those expectations are in place.

They sort of self monitor, especially when they're in groups. They'll check each other and keep each other on task, which again is using the community as a tool for learning. We have also technology that allows us to look at their screens in the worst case. At that time when they're independently to be working on their essays and you can only see so many screens, we have a tool that lets us see all the monitors at once, which is a quick just glance if anyone is off task, you can see it. It'll stick out. We don't tend to use that that much, but especially with a deadline coming up they'll tend to be on. But, it's there, so there's a lot of different tools.

[00:06:00] There's also three teachers in the room. Two to three. The third one will come in later. Just having that movement and extra set of eyes helps to keep the kids on task and also lets them ask us questions if they need, since there's so many of us moving so freely. We see that if they don't know what to do or they don't know the answer that's when they'll go off task and misbehave. With so many of us in a fluid movement, they can readily ask any of us for help, so that helps with misbehavior, too.

Interviewer: Sounds great.

Teacher: Ideal. We'll see.