

Are traditional interviews a thing of the past?

By Gene Marks

Source: *The Washington Post*

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AVID's Critical Reading Process

This lesson will follow AVID's critical reading process and will utilize the following strategies:

- 1.) Pre-reading
- 2.) Interacting with the text
- 3.) Extending beyond the text

AVID's WICOR Methodology

This lesson utilizes the WICOR methodology. The WICOR icon will be used throughout the lesson to communicate when an activity is using WICOR methods.

Writing

Inquiry

Collaboration

Organization

Reading

Cornell Notes

Essential Question:

How do readers isolate essential information and analyze text structure in order to increase comprehension?

Critical Reading Strategy Focus:

Strategy details are available at AVID Weekly. Sign in to avidweekly.org and download the strategy from the matrix.

First Reading

- "Marking the Text: Circling and Underlining Essential Information"
 - Identify and circle or underline information relevant to the writing task.
- Common Core College and Career Readiness Standards
 - CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.
 - CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Second Reading

- "Charting the Text"
 - Describe (or chart) what the author is doing in a paragraph or set of paragraphs.
- Common Core College and Career Readiness Standard
 - CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and large portions of the text relate to each other and the whole.

Reading Prompt: *In the article "Are traditional interviews a thing of the past?" Gene Marks claims face-to-face interviews are not enough anymore and employers need more information in order to get a true picture of job candidates. As you read, circle key terms and underline examples that the author uses to develop his claims. In the left margin, summarize what the text is saying. In the right margin, write what the author is doing in each chunk of the text.*

Estimated Preparation Time: 20–30 minutes

Estimated Instructional Time: 125 minutes

Recommended Pacing: 2 days

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Using the AVID Weekly Resources

Before teaching this lesson, go to avidweekly.org to access additional teaching tools. Find the following sections in the top navigation.

Teacher Resources

This page offers strategies and approaches that will help you prepare for the lesson, set expectations, and prepare for the reading.

Assessment Tool

This page offers general questions teachers can use to assess students' understanding and analysis of a reading.

Pre-Reading

Developing Students' Understanding of the Subject

(approximately 15–20 minutes)

Read–Think–Write–Explain

Question: When applying for a job, would you appear to be more qualified on paper or in person?

Discuss the following questions with a shoulder partner:

- *What does "paper" mean to you?*
- *What does "in person" mean?*
- *How are the two scenarios similar/different?*
- *Which type of interview would you prefer to highlight your skills?*
- *What is one thing you would do to ensure that you stood out from other applicants? Explain.*

- 1.) Have students read the prompt and questions silently to themselves.
- 2.) Answer any questions students might have about the prompt.
- 3.) Have students think about the prompt.
- 4.) Allow students time to respond to the questions in writing.
- 5.) Have student share their responses with a partner.
- 6.) Lead a class discussion around the questions from the prompt.

Building Vocabulary (approximately 10 minutes)

Preview the following concept and any other words or ideas you find in the text that might be unfamiliar to your students.

Key Concept:

- grit

Concept Map

In order to better understand this concept, have students construct a visual of it, including its characteristics, examples, non-examples, and visual representation.

- 1.) Students write the definition of the concept in their own words.
- 2.) They will then list examples of the concept.
- 3.) Students list non-examples or opposites of the concept.
- 4.) Students use the definition and examples to create a list of characteristics.
- 5.) They then create a visual to represent the concept.

Dearie, K., and Kroesch, G. (2011). *The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide* (pp. 70–71). San Diego, CA: AVID Press.

Making Predictions (approximately 5 minutes)

Once students have had an opportunity to build prior knowledge through writing and speaking, they are ready to make some predictions.

- Hand out a copy of the article. Ask students to **survey the text**. Have them report on what they see. Are there subtitles? Is the text divided into sections? What is the length of the individual paragraphs? Have them scan the whole text in order to get an idea of its length.
- It's a good idea to have students **make predictions** before they read. Ask them to read the title and make predictions about the message of the text. You could ask, "What will this text be about?" You could also ask them to read the first and last paragraphs and make another prediction.

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- **Take a look at the publication and author information.** You can discuss this information as a class or you can have students discuss this information in collaborative groups. Why should students read this information? The publication date tells the reader when the text was written, allowing him or her to better understand the issues during the time in which the text was written. Author information can be useful, too. An author's personal and professional experiences can tell the reader a lot about the purpose of the text and the intended audience.

Interacting With the Text



Instructions for the lesson are provided in this section. Use an overhead projector or document camera to model and support the following activities.

Numbering the Paragraphs (approximately 5 minutes)

Note: Students familiar with the "Marking the Text" strategy may be able to mark the text during their first read. If not, have students read the text once without marking or writing in the margins.

- 1.) Go over the "Marking the Text" strategy with your students. (If you do not have a copy of this strategy, please visit avidweekly.org and download a copy from the matrix.) Students should have copies of this handout on their desks or the ideas from this handout should be available to them in some other way.
- 2.) Begin with **numbering the paragraphs**. If students are not familiar with numbering paragraphs, model how to number individual paragraphs.

First Read: Circling and Underlining Essential Information (approximately 20 minutes)

Note: Depending on your students' skill level, you may want to work through a few paragraphs as a class. You might also reduce the amount of rereading students do by directing them to specific paragraphs that contain essential information. Consider having your students work in pairs as they learn how to circle and underline essential ideas in a text.

Circling Key Terms

- 3.) Here are a few key words and names students should identify and circle.
 - a. Paragraph 1: "traditional interview" and "effective"
 - b. Paragraph 2: "trend" and "LinkedIn"
 - c. Paragraph 3: "diversity" and "recruiting process"
 - d. Paragraph 4: "63 percent," "9,000 hiring managers," "collaboration," "57 percent," "grit," and "disorganization"
 - e. Paragraph 5: "complementary tools and technologies"
 - f. Paragraph 6: "skills assessments," "technical abilities," and "formality"

You may be able to find additional key terms in the text that are not included in the list above. Identifying these words will help students summarize the text either orally or in writing.

Underlining Essential Ideas

- 4.) Here are some essential ideas students should identify and underline.
 - a. Paragraph 1: "Are you still relying on the traditional interview to select a new employee?" and "But we still go through the motions because that's what we've always done."
 - b. Paragraph 3: "Basically, they're getting increasingly useless, providing less useful information and adding bias to the selection process."
 - c. Paragraph 4: "...interviews fail to assess a candidate's 'soft' skills (like communication, collaboration, listening and empathy) and another 57 percent said interviews fail to help them identify a candidate's weaknesses."
 - d. Paragraph 6: "...give prospective employees a chance to demonstrate their skills. And more companies are taking the formality out of the process and instead choosing a casual meal as a relaxed place for both candidate and potential employer to get to know each other."
 - e. Paragraph 7: "...help to reduce bias and minimize the mistakes we all make when trying to conduct a traditional interview."

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Second Read: Charting the Text

(approximately 20 minutes)

Note: Engage your students in pair-share and small group activities as they work through the paragraphs. Analysis of individual paragraphs may vary.

- 5.) For this second read, have students chart the text. Use a graphic organizer like the table below or download the “Charting the Text: Analyzing the Micro-structure” table available at avidweekly.org to help students organize their charting statements. To learn more about the “Charting the Text” strategy or to use the “Charting the Text” table, visit avidweekly.org and click the “Charting the Text” strategy link found at the top of the monthly article matrix.

Pars.	Say: What is this section about?	Do: What does the author do in the section? Begin with a verb.
1		
2-3		
4		
5-6		
7		

Extending Beyond the Text



Closing activities do not need to be process papers or writing assignments that go through multiple drafts. As students learn how to read more critically, give them opportunities to write brief analyses of what they read. These focused responses will help deepen their understanding of the texts they read while developing their academic writing skills. Writing or speaking exercises like the ones listed here can also serve as formative assessments, providing valuable feedback about what your students know and what they still need to learn.

- Have students write a one-page paper that addresses the writing prompt. (approximately 50 minutes)

Writing Prompt: Analyze the effectiveness of Marks’ argument. Account for the key evidence and details he uses as support. What does the author hope to accomplish through his writing? Are his approaches practical? Explain.

- Engage students in one of the AVID Weekly Lesson Templates. Log in to avidweekly.org and click “Teacher Resources.” Then, in the left navigation, click “Lesson Templates.” This page offers instructions on how to run Socratic Seminars, Four Corners Discussions, and other student-centered activities. (approximately 20–50 minutes)
- Engage students in a “3-Part Source Integration” writing exercise. A 3-Part Source Integration is a statement that includes the title of the text, the author’s name, author information, source material that is either paraphrased or directly quoted, and a brief statement explaining the significance of the paraphrase or quotation. The following is an example of a 3-Part Source Integration. (approximately 15 minutes)
Sample 3-Part Source Integration: In “Ethanol’s Failed Promise,” Lester Brown and Jonathan Lewis, two environmental activists, claim that food-to-fuel mandates are causing damage to our environment (par. 3). This is important because as America moves toward energy independence, it must be vigilant to ensure that new energy sources do not cause new problems.
- Engage students in a **Say, Do, Mean** summary activity. Refer to the handout attached to this AVID Weekly lesson. This summary exercise can be used to assist students as they learn how to analyze an author’s argument. Say, Do, Mean scaffolds some of the important elements found in a Rhetorical Précis—a summary exercise that asks students to craft a concise analysis of an argument. This activity presents three different ways to think about an argument: (1) What is the author saying? (2) What is the author doing? and (3) What is the meaning of the text? Isolating these ideas into three separate sections allows each to be thought and written about separately. The following describes what to include in each of the three parts.

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Part 1: Say

- In this section, introduce the source and the author, and provide comments about the author or source. In the same sentence, paraphrase or directly quote the author's main claim.
- Sample: In her essay "Don't Take Valuable Space in My School," Jenny While, a senior at El Cajon Valley High School, argues that students who are unmotivated and who misbehave take away from the learning environment and cause teachers to slow down and lower expectations.
- Once you have introduced the author and their main claim, include other essential or relevant information such as main ideas, evidence, and other support.

Part 2: Do

- For this section, analyze what the author is doing in individual paragraphs (or in a section). Describe the rhetorical choices the author has made (for instance, the author shares an anecdote, reviews current research, or does some other work) and explain why the author has made these choices (usually these explanations begin with "in order to").
- Sample: Mark Lynas observes the rapid decrease in glacial ice and the evaporation of lakes and streams in order to illustrate the devastating effects global warming is having on nature and the people who depend on it.
- There is no limit to how many rhetorical choices an author makes in one text. Identify the most significant rhetorical strategies and explain why the author is using them.

Part 3: Mean

- In this last section, evaluate the significance of the text. What greater meaning can be assigned to the text? What deeper connections can we make to our own lives? This section allows the reader to move the discussion from one context to another.

LeMaster, J. (2011). *Critical Reading: Deep Reading Strategies for Expository Texts* (pp. 142–143). San Diego, CA: AVID Press.

Say, Do, Mean

After reading a text selection, complete this handout.

What does the author **say**? (What is the text about?)

What does the author **do**? (What rhetorical choices has the author made?)

What does the text **mean**? (What is significant about this text?)
