

WHAT OMGS DO WE HAVE FOR IST SEMESTER?

- What OBSTACLES impacted these units (besides COVID, time, etc.)?
- What MISCONCEPTIONS did our students have about the content?
- What GAPS do we have in the unit plan or resources?



EACH BREAKOUT ROOM SHOULD DISCUSS THE OMGS, STARTING WITH UNIT ONE. HAVE ONE PERSON IN THE GROUP BE THE SCRIBE FOR THAT TEAM AND ADD STICKY NOTES TO REFLECT YOUR THINKING.



OBSTACLES

ist Quarter

The pairing of texts for the district assessments.

2nd Quarter

Not enough time in the quarter-just timing and then schools that have to lose time for pull out groups (phonics, etc)

Sticky notes were time-consuming. To fix the issues teachers provided a large portion for them to enable the students to be able to progress.

The sticky notes seemed to over simplify the summary method and tended to confuse students that were already proficient in summarizing.

Lack of background knowledge of the historical events we read about. Much of our time is dedicated to teaching the context.

Agree on building background knowledge, which I love as a former History co-teacher, but it is time consuming!

Students' background knowledge is lacking so the time spent preparing the students for the text hinders our ability to make the progress we would like. It feels disjointed when we jump from universal idea to authors purpose.

for some of the

texts.

The nonfiction

pieces that we use

we need to make

sure that we are

relevant historical

providing our

students with

context.

Students do not have the historical background to connect to these speeches

"Blue Sticky Notes" after the first text became tedious for most students.

> The sticky-note approach is a bit overwhelming. it may garner better results if we were to use it with short excerpts from novels (Outsiders) as opposed to complete short story texts.

Help with student's background knowledge and experiences.

Building historical knowledge for speeches of quarter 2.

Difficult time due to political climate and sensitive materials

connected to the rest of the year and the literary texts we begin/end the year with

Doesn't feel

Some of the topics (race) covered in this quarter were kind of touchy.

MISCONCEPTIONS

Ist Quarter

Students think that evidence can be any quote. It's difficult to get them to pull the "appropriate" quote for an example.

Citing evidence with proper context. Is this a gap? Maybe? idea is? I don't know.

Students think it is evidence if it is written in the text whether or not it applies or not. Picking relevant evidence was difficult.

Students struggle with identifying the resolution if it isn't explicitly stated. --- Could we add in some resources regarding making inferences using character shift, etc.?

Do we have vertical alignment in the teachings of theme and what theme is and what universal

analysis and summary are two different skills

Universal idea and themes.

2nd Quarter

Writing perspective statements is really difficult because of the students' lack of background knowledge and/or vocabulary related to the subjects.

Students seem to be unaware that authors make purposeful choices. Is this the first time that this is explicitly taught?

"March" doesn't seem to quite fit as a text for author's purpose/part to whole

There are multiple types of societal conflicts and just focusing on one main one can help students assume one thing about the topic.

> struggled to connect this with the speeches and actually find them on their own. Unable to write perspective statements. They were more successful with choosing from a list; however, struggled to understand how the



GAPS

Ist Quarter

We need stories
that are fully fleshed
out and have
complete
endgames. More
exposure with
stories that have
actual resolutions.

There are some gaps in the complexity of the stories. More lexile options would be beneficial.

If we could get some stepping stones between Pixar/Disney clips, children's books, and then district texts.. it would be easier for students to climb those steps.

Run-ons and comma splices are way too prevalent.

Writing focus is a weakness. We need to be doing more types of writing.

Unable to write analysis

Lack of cohesion with skills creates gaps and we spend more time reteaching that takes away from new learning.

Background Knowledge of students

Students felt there should always be a positive side to a story. Selecting
high-quality
supporting evidence
to connect to ideas
in analysis.

2nd Quarter

Jumping from fiction to nonfiction creates a chance for students to stop using the skills from first quarter consistently, so when we go back to fiction, students need a lot of remediation and re-teaching.

We know that group identity is formed before individual identity. Unit 2 should be first and then we move into Unit 1 during quarter 2.

Selecting high-quality supporting evidence to connect to ideas in analysis. Students struggle
with writing good
strong complete
sentences. They need
more explicit writing
and grammar
instruction. Adding
more writing in 1st
quarter may help.

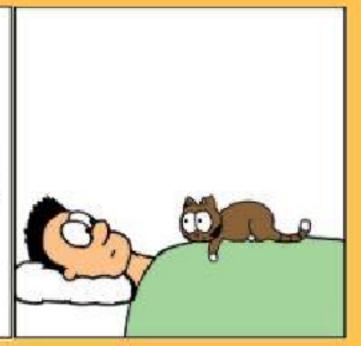
ANTHING ELSE?

Additional resources to help scaffold on writing PEA's for struggling students.

There might be some rumblings about the high school teaching one word themes... like love. Is that true?







I love unit 2. I loved the speeches and the historical aspects and diving into non-fiction.

I would like some more direct instruction for myself in understanding how to better turn universal ideas into theme statements for these kiddos who are struggling!

https://docs.google.co m/presentation/d/lep 88DDZCnd9ImpRjvCm 0703Qbt3u3xgOSBuR NuWr-Bs/edit?usp=sh aring

Josh Langham... I would also like to see this Theme Triad! -Brianna Coody PEA supplemental materials and resources could be useful throughout the year.