



## WHAT OMGs DO WE HAVE FOR 1ST 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

## 1st 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.

"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.

The pairing of texts for the district assessments.

## 2nd Quarter

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

The nonfiction pieces that we use we need to make sure that we are providing our students with relevant historical context.

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

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.

Doesn't feel connected to the rest of the year and the literary texts we begin/end the year with

Building historical knowledge for speeches of quarter 2.

Difficult time due to political climate and sensitive materials for some of the texts.

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

# MISCONCEPTIONS

## 1st Quarter

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

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.?

analysis and summary are two different skills

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

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

Universal idea and themes.

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

## 2nd Quarter

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

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

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

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

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

# GAPS



## 1st 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.

# ANYTHING 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.com/presentation/d/1ep88DDZCnd9ImpRjvCmO7O3Qbt3u3xgOSBuRNuWr-Bs/edit?usp=sharing>

Josh Langham... I would also like to see this Theme Triad! -Brianna Coody

PEA supplemental materials and resources could be useful throughout the year.



