

## **ELA 3<sup>rd</sup> Grade District Pacing Guide Meeting**

**E. Jason**

### **Posed Questions for Follow meeting at Mariam Boyd**

Is she telling you what you already know?

What did you gain from this meeting?

What new strategies can you directly bring to your class?

Develop and apply the skills and strategies?

Teach the definition and the how to in order to close the gap of learning.

When they practice the blue, they will do what you do. Teach.

Is two weeks enough?

### **Notes**

The four main genres are now separated into quarters.

Stop following the basil. Pull the genera of the nine weeks.

From the books, pull the vocabulary and make sure that the focus (affix, etc.) is part of the vocabulary list.

Decoding (patterns of words) should be used instead of regular spelling list

Spelling chart to come soon, what kind of input would you want to have with this

Card of data collection to move through instruction

Getting teachers to think about the words/questions they are using with their children to make sure that they are getting to the cognitive development.

Writing plays a part in daily instruction (homework, morning journaling, etc.) to have students comprehend/understand concepts.

Writing and then have them point out their own main idea, supporting details, etc.

Give a rubric with writing assignments that does not have to cover ever critiqued area of writing

- Writing 1: main idea and closing sentence
- Writing 2: supporting details

Eight pieces of writing by report card 1 and students can then pick growth pieces from the 8

Writing can work through other blocks such as science, social studies, character, health, etc.