



# Mustangs

## 3rd Grade Agenda

### GOALS

1. Unpack Q3 Essential Standards
2. Q3 Pacing Reading, ELA, Math
3. Q2 Common Assessment Calendar

12.7.23	
To Do:	Notes
Review Norms & Violations	<ul style="list-style-type: none"> <li>• Be aware of tone and interrupting.</li> <li>• Stay focused on the topic.</li> <li>• Be in the room at 1:20.</li> <li>• Be prepared.</li> <li>• Stay positive and open minded.</li> </ul> <p style="text-align: center;"><b><u>Violations:</u></b></p> <ul style="list-style-type: none"> <li>• Funny public call out- Norm stick</li> <li>• Conversation with team lead</li> <li>• Whole team conversation</li> <li>• Admin conversation</li> </ul>
Q3 Essential standards unpacking, assessment calendar, preview interims and build CFAs	<p><b>QUESTION 1: What do we want students to know?</b></p> <p><b>Question 2: How do we know they know it?</b></p> <ol style="list-style-type: none"> <li>1. ELA – Heather lead (Informational Writing)               <ul style="list-style-type: none"> <li>○ Opinion writing</li> <li>○ Unpacking document in Teams</li> <li>○ Pacing, out together as a group</li> <li>○ previewing first 2 weeks in UoS books (highlighting and creating learning targets)</li> <li>○ discuss assessment, make any edits to checklist</li> </ul> </li> <li>2. Reading – Abby lead               <ul style="list-style-type: none"> <li>○ Upload unpacking documents into Teams</li> <li>○ assessment calendar</li> <li>○ Preview Q3 interim</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ Work through first THREE standards planning together- looking at/ tweaking assessments- sharing ideas for instruction</li> </ul> <p>3. Math –Christine and Katie lead</p> <ul style="list-style-type: none"> <li>○ Unpacking document</li> <li>○ pacing entire quarter- create assessment calendar</li> <li>○ Preview Q3 interim</li> </ul> <p>4. Content (Dianna and Kayla lead)</p> <ul style="list-style-type: none"> <li>● Science - Fossils- next week make clay cast, amber bug, and drawing model- materials in workroom</li> <li>● The puzzles are also there for kids to work on while waiting to be called make amber/ molds</li> </ul> <p>Q3 Social studies: Explorers</p> <ul style="list-style-type: none"> <li>● Explorers</li> <li>● Maps- rivers and mountains- just give a study guide and another test.</li> </ul> <p>Q3 Science: Ga Regions plants/animals</p> <p>** see Pathways Chart on Page 3</p> <ul style="list-style-type: none"> <li>● Continue discussing what proficiency looks like in CCCs</li> </ul>
Intervention Block discussion	<p><b>Question 3: What do we do if they don't know it?</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
Collaborative planning time	<ul style="list-style-type: none"> <li>● Use pacing guides, unwrapping essential standards document, CTLS, GaDOE, and other resources to plan each subject at least for the first few weeks.</li> </ul>

## Pathways Tool for Critical Question One

Prioritizing Standards	Identifying Targets	Determining Proficiency	Planning Units	Analyzing Strategies
Which standards provide endurance?	What targets did the unwrapping process <a href="#">reveal</a> ?	How would you rewrite this target in student-friendly terms?	What targets will you be instructing on next?	What instructional strategies will you use?
Which standards provide readiness for the next level of learning?	Where does the current curriculum address these targets?	What are the prerequisite skills and vocabulary necessary to master this target?	What instructional strategies will you all agree to use during this unit?	Which strategies worked well when this unit was taught in the past? How do you know?
Which standards provide leverage?	Which targets are not adequately addressed in your current curriculum?	To what DOK level should students show mastery?	Approximately how much time will you spend teaching each target?	Which strategies did not work well last time this unit was taught? Why did they not work?
Which standards are most often assessed by standardized tests?	To what DOK level will you teach each target?	What will students create, produce, or be able to do when they master this target?	To what DOK level will you teach each target?	How can you alter these strategies to make them more successful?
If you could only teach ten standards in this course, which would they be? Why?	How will you pace your course curriculum to include these targets?	How will you grade or score this target?	What data, evidence, or student work should your team bring to the next meeting?	What strategies should you delete from this unit?
		What models of proficiency do you have or can you create?		What additional best-practice strategies should you try?