

GRADE 3– Module 4: Stories on Stage

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

This writing module supports students in crafting a narrative story by guiding them through each stage of the writing process while integrating essential grammar instruction. Students begin by engaging with a focal text, exploring its structure, vocabulary, and literary elements to inspire their own storytelling. Through prewriting, students plan their narrative, focusing on key elements like characters, setting, and plot. Drafting is broken into three stages—beginning, middle, and end—allowing students to develop a clear and complete story. During revision, students enhance their writing by integrating narrative elements, adding dialogue, and participating in peer conferencing. Editing activities focus on grammar and mechanics to prepare for final publishing and sharing.

Grammar instruction is carefully aligned with the writing tasks to strengthen students' narrative skills. Students practice using subject and objective pronouns correctly and ensure pronoun-antecedent agreement. They review plural nouns, including irregular forms and rules for changing “y” to “i,” and reinforce action and being verbs. As dialogue becomes a key narrative feature, students learn to use quotation marks properly, with attention to capitalization, punctuation, and commas in quotations. Through this module, students gain the tools to write engaging, grammatically correct stories while developing confidence and creativity as writers.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 1 Writing: (Narrative) Story Grammar: Pronouns and Antecedents	W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely. L.VL.3.2. Determine or clarify the meaning of unknown and	Obj. We are learning to: <ul style="list-style-type: none"> • Make and describe personal connections to a topic. • Identify subject pronouns and use pronoun-antecedent agreement correctly in writing. • Synthesize information to make predictions. • Set a purpose for reading. • Identify object pronouns and use pronoun-antecedent agreement correctly in 	<u>Writing Focal Text</u> <ul style="list-style-type: none"> ◦ Crossing Bok Chitto <u>Materials</u> <ul style="list-style-type: none"> ◦ Whole-Class Presentation: HMH Classcraft™™ Essential Session ◦ Display and Engage: Story 4.1 ◦ Focal Text: Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom ◦ myBook, Book 2:

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	<p>multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>writing.</p> <ul style="list-style-type: none"> • Read narrative text with purpose and understanding. • Make, correct, and confirm predictions. • Make connections across a text. • Analyze a narrative text for author's craft. • Identify subject and object pronouns and use pronoun-antecedent agreement correctly in writing. • Read and understand domain-specific vocabulary. • Use singular and plural nouns correctly in writing and speaking. • Understand features of narrative writing. • Use multiple prewriting strategies to plan a first draft. • Set goals for writing. • Use pronoun-antecedent agreement correctly in writing. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Grammar: Pronouns and Antecedents • Grammar: Daily Writes • Writing Prompt: Daily Focus Prompt/ Engage and Write • Teacher Observation/Conferences 	<ul style="list-style-type: none"> ○ Know It, Show It, Book 1: ○ Anchor Chart W3: Narrative Elements ○ Classroom Materials: notebook
<p>Week 2</p> <p>Writing: (Narrative) Story</p> <p>Grammar: Plural Nouns</p>	<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Plan and develop the first draft of a story. • Understand story structure. • Understand different ways to create an engaging beginning. • Form and use regular plural nouns, including changing y to i, correctly in writing. • Draft a multiple-paragraph story text. • Understand the features of the middle of a story. • Form and use irregular plural nouns correctly in 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ Crossing Bok Chitto <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft™™ Essential Session ○ Know It, Show It, Book 1: ○ Display and Engage: Story ○ Focal Text: Crossing Bok Chitto: A

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	<p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p>	<p>writing.</p> <ul style="list-style-type: none"> • Draft the ending of a story. • Form and use irregular plural nouns correctly in writing. • Revise drafts to improve ideas. • Review action verbs and the present and past forms of the verb be and use them correctly in writing. • Receive and give peer feedback on a story. • Incorporate peer feedback into their story draft. • Form and use regular and irregular plural nouns correctly in writing. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Grammar: Daily Writes • Writing Prompt: Daily Focus Prompt/ Engage and Write • Teacher Observation/Conferences 	<p>Choctaw Tale of Friendship and Freedom</p> <ul style="list-style-type: none"> ○ myBook, Book 1: ○ Anchor Chart W3: Narrative Elements ○ Classroom Materials: notebook
<p>Week 3</p> <p>Writing: (Narrative) Story</p> <p>Grammar: Quotation Marks</p>	<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Revise writing to add dialogue. • Use dialogue tags effectively. • Introduce and use quotation marks correctly in writing. • Write and punctuate dialogue correctly. • Identify and use capitalization and punctuation with quotations correctly in writing. • Edit writing for correct use of possessive pronouns and proofread writing for spelling, mechanics, punctuation, and grammar. • Proofread writing for grammar, usage, and mechanics. • Identify and use commas with quotations correctly in writing. • Edit writing for spelling, capitalization, and punctuation. • Publish written works as part of the writing 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ Crossing Bok Chitto <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™™ Essential Session ○ Display and Engage: Story ○ Anchor Chart W4: Crafting Dialogue ○ Focal Text: Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom ○ myBook, Book 1: ○ Classroom Materials: notebook

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	story elements.	<p>process.</p> <ul style="list-style-type: none">• Use technology to assist with writing.• Identify and use present-tense, past-tense, and future-tense verbs correctly in writing.• Share writing.• Identify and use correct punctuation in quotations. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">• Grammar: Daily Writes• Writing Prompt: Daily Focus Prompt/ Engage and Write• Teacher Observation/Conferences	
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)