

GRADE 3– Module 6: Animal Behaviors

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 expository essay writing module supports students in developing informative, well-organized writing by guiding them through each step of the writing process. Students begin by reading a focal text and building vocabulary that supports topic exploration and understanding. During prewriting, they learn how to prepare their ideas and conduct simple research to gather relevant facts and details. As they begin drafting, students focus on organizing their information clearly and using precise language. The revision process encourages sentence variety to improve flow and clarity, while editing activities target spelling and mechanics. Peer proofreading allows students to reflect on their work before publishing and sharing their final essays.

Throughout the module, grammar instruction is woven in to support accurate and expressive writing. Students learn to use adjectives that tell what kind and how many, and apply demonstratives like this and that, along with appropriate articles. They also review plural nouns and how to use adjectives and articles effectively in informative writing. Later grammar lessons focus on verbs, including forms of be and have, as well as helping verbs, allowing students to write clearly and accurately about their topics. By integrating grammar skills with structured writing instruction, this module equips students to confidently write factual, descriptive, and grammatically correct expository essays.

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 1 Writing: Expository Essay Grammar: Adjectives and Articles	<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Establish a purpose for reading. Use prior knowledge and experience to prepare to read. Make predictions about an informational text. Identify and use adjectives that tell what kind correctly in speaking and writing. Describe background knowledge to connect with a nonfiction topic, and identify clues to make predictions about an informational text. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> In November <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft™™ Essential Session myBook, Book 2: Know It, Show It, Book 2: Display and Engage: Expository Essay Focal Text: In November

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p>	<ul style="list-style-type: none"> ● Refer to text details to explain what the text says explicitly and to make inferences. ● Explain the author's use of text features in an informational text. ● Confirm or correct predictions about an informational text. ● Identify and use adjectives that tell how many correctly in speaking and writing. ● Read and understand domain-specific vocabulary. Use context to determine a word's meaning. ● Use and identify the adjectives this and that and the articles a, an, and them correctly in speaking and writing. ● Understand features of informational writing. ● Use multiple prewriting strategies to plan writing. ● Set goals for writing. ● Form the plural of nouns that end with a consonant and y, that change spelling, or that have no spelling change, and use them correctly in speaking and writing. ● Use multiple prewriting strategies to plan writing. ● Use research to identify and narrow a topic. ● Use research to identify relevant information. ● Cite sources when researching a topic. ● Identify and use adjectives and articles correctly in speaking and 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 	<ul style="list-style-type: none"> ○ Classroom Materials: notebook
--	--	--	---

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

<p>Week 2</p> <p>Writing: Expository Essay</p> <p>Grammar: Adjectives That Compare</p>	<p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Use purposeful structure to organize writing. • Draft multiple-paragraph expository texts. • Identify adjectives that compare by adding –er, –ier, and more, and use them correctly in speaking and writing. • Use purposeful structure to organize writing. • Provide a clear statement of the main idea. • Conclude with a restatement of the main idea. • Engage in writing as a process. • Form and use comparative adjectives correctly in speaking and writing. • Use purposeful structure to organize writing. • Explain ideas with details, examples, and descriptions. • Form and use superlative adjectives correctly in speaking and writing. • Recognize the use of transition words in an expository essay. • Use prepositional phrases to combine sentences. • Revise drafts to include prepositional phrases. • Review frequently misspelled words and spell them correctly in writing • Use support from peers to revise drafts. • Strengthen writing by revising, editing, and correctly using adjectives that compare. <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><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ In November <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™™ Essential Session ○ Anchor Chart W5: Informational Text ○ Know It, Show It, Book 2: ○ Display and Engage: Expository Essay ○ Focal Text: In November ○ myBook, Book 2: ○ Classroom Materials: notebook
<p>Week 3</p> <p>Writing: Expository</p>	<p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Revise drafts to improve sentence structure. • Identify and use forms of the verb be correctly in writing and speaking 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ In November

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

<p>Essay</p> <p>Grammar: The Verb Be and Helping Verbs</p>	<p>and editing.</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.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> • Use helping verbs correctly for subject-verb agreement in speaking and writing. • Edit writing for capitalization, punctuation, and mechanics, and proofread writing for spelling. • Publish written works as part of the writing process. • Use technology to produce and publish writing. • Identify and use abstract nouns correctly in speaking and 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>Materials</p> <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft™™ Essential Session ○ Display and Engage: Expository Essay ○ Know It, Show It, Book 2: ○ Focal Text: In November ○ myBook, Book 2: ○ Anchor Chart W11: Editing Checklist ○ Anchor Chart W15: Proofreading Marks ○ Classroom Materials: notebook
---	--	--	---

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)