

GRADE 3– Module 8: Imagine! Invent!

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 research report writing module guides students through the process of investigating a topic and presenting their findings in a clear, organized, and informative way. The module begins with a focal text to model the structure and purpose of a research report, along with vocabulary development to support comprehension and academic language. In the prewriting phase, students learn how to prepare for writing by selecting an engaging topic and conducting research using various sources. Drafting lessons help students begin their reports, incorporate essential elements such as facts and organization, and complete their drafts with attention to clarity and structure. Students then revise their work by improving sentence structure and participate in peer conferencing before editing, publishing, and sharing their final reports.

Grammar instruction is woven throughout the module to support precision and coherence in students' writing. Students learn to use adjectives and adverbs that compare, as well as review and apply articles to make their writing more descriptive and accurate. They also study singular and plural possessive nouns, possessive pronouns, and verb forms such as be and helping verbs, which are essential for factual writing. Toward the end of the unit, students focus on forming complex sentences using subordinating conjunctions to improve the flow and depth of their writing. By combining research skills with targeted grammar instruction, this module equips students to write informative and well-structured research reports.

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.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: Research Report Grammar: Making Comparisons	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	Obj. We are learning to: <ul style="list-style-type: none"> • Access prior knowledge when preparing to read. • Listen actively and ask and respond to questions. • Make personal connections to ideas. • Learn to use adjectives that compare • Establish a purpose for reading. • Make predictions about Now and Ben. • Form and use adverbs that compare in writing. • Listen actively and generate questions about Now and Ben. 	<u>Writing Focal Text</u> <ul style="list-style-type: none"> ○ Now & Ben <u>Materials</u> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™ Essential Session ○ Display and Engage: Research Report ○ Focal Text: Now and Ben ○ myBook, Book 2: ○ Know It, Show It, Book 2: ○ Anchor Chart W5: Elements of

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>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.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"> Identify and gather relevant information. Form and use adjectives and adverbs that compare in writing Read and understand domain-specific vocabulary. Use context to determine meaning. Use print or digital resources to determine a word's meaning. Review how to correctly use adjectives and articles correctly in writing. Plan a draft of a research report. Set goals for writing. Understand features of informational texts. Write adjectives and adverbs 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>Informational Text</p> <ul style="list-style-type: none"> Classroom Materials: notebook
<p>Week 2</p> <p>Writing: Research Report</p> <p>Grammar: Possessive Nouns and Pronouns</p>	<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Choose a topic. Identify primary and secondary sources. Form and use singular possessive nouns in writing. Create and follow a research plan. Gather and evaluate resources. Take notes and organize ideas for writing. Form and use possessive nouns in writing. Turn prewriting into a draft. Write an introduction with a topic sentence. Turn prewriting into a draft. Add details to support the topic sentence. Use helping verbs and the correct present- and past-tense forms of the verb be in writing. Write a conclusion. Check for plagiarism. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> Now & Ben <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH Classcraft™ Essential Session Focal Text: Now and Ben Anchor Chart W2: Research Sources Display and Engage: Research Report myBook, Book 2: Know It, Show It, Book 2: Anchor Chart W5: Elements of Informational Text Classroom Materials: notebook, resources for student research reports

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

		<ul style="list-style-type: none"> • Use a confident voice. • Review how to use possessive nouns and pronouns 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>Week 3</p> <p>Writing: Research Report</p> <p>Grammar: Complex Sentences</p>	<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</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>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Revise writing for transitions. • Revise for run-on and sentence fragments. • Identify complex sentences and the function of nouns and verbs in sentences. • Use peer feedback to revise writing. • Listen actively and offer feedback. • Identify complex sentences and subordinating conjunctions. • Edit drafts for correct capitalization and punctuation. • Use subordinating conjunctions to write complex sentences. • Edit writing for capitalization and punctuation. • Publish writing. • Use technology to assist with writing. • Review adverbs and use them in writing. • Share writing. • Engage in collaborative discussion. • Reflect on goals. • Use dependent clauses and subordinating conjunctions to write complex sentences. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Grammar: Daily Writes • Writing Prompt: Daily Focus Prompt/ Engage 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ Now & Ben <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™ Essential Session ○ Focal Text: Now and Ben ○ Display and Engage: Research Report ○ Know It, Show It, Book 2: ○ myBook, Book 2: ○ Anchor Chart W10: Revising Checklist ○ Anchor Chart W16: Publishing Options ○ Classroom Materials: notebook

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

		and Write <ul style="list-style-type: none">• Teacher Observation/Conferences	
--	--	---	--

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

[ELA Enduring Understanding Statements](#)