

GRADE 3– Module 9: From Farm to Table

**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 poetry writing module invites students to explore creative expression through reading, analyzing, and writing poems, while reinforcing key grammar and language skills. The unit begins with a focal poem that students preview and read to identify poetic elements and build vocabulary. In the prewriting stages, students brainstorm and freewrite to explore their thoughts and emotions connected to the topic. During drafting, they learn to incorporate essential elements of poetry such as rhythm, line breaks, and imagery. The revision phase helps students enhance their poems by using descriptive words and poetic techniques, with opportunities for conferencing and peer feedback. Final steps include editing for clarity and correctness, followed by publishing and sharing their original poems.

Grammar instruction is thoughtfully integrated to support writing fluency and accuracy. Early lessons focus on capitalizing days, months, and places, and correctly using abbreviations in writing. As students revise and edit, they practice forming contractions with not and pronouns, and review complex sentence structure to strengthen sentence variety. In the final editing phase, students learn proper comma usage, including commas in a series, with introductory words, and in complete sentences. Through this module, students develop a stronger voice as writers, while practicing the conventions of grammar and mechanics in the context of creative writing.

**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.

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

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

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

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

**Unit/Module Weekly Learning Activities and Pacing Guide**

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Week 1</b>  <b>Writing:</b> Poem  <b>Grammar:</b> Abbreviations	<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><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Use background knowledge to discuss poetry.</li> <li>• Discuss genre features of poetry.</li> <li>• Read poetry for enjoyment and understanding.</li> <li>• Learn to use abbreviations for days and months in writing</li> <li>• Understand the difference between prose and poetry.</li> <li>• Synthesize information to make predictions.</li> <li>• Set a purpose for reading.</li> </ul>	<p><u><b>Writing Focal Text</b></u></p> <ul style="list-style-type: none"> <li>◦ Gone Fishing</li> </ul> <p><u><b>Materials</b></u></p> <ul style="list-style-type: none"> <li>◦ Whole-Class Presentation:HMH Classcraft™ Essential Session</li> <li>◦ Display and Engage: Poem</li> <li>◦ Focal Text: Gone Fishing: A Novel in Verse</li> <li>◦ myBook, Book 2:</li> <li>◦ Know It, Show It, Book 2:</li> </ul>

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	<p>phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</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>	<ul style="list-style-type: none"> <li>• Learn to use abbreviations for places in writing.</li> <li>• Discuss elements of poetry.</li> <li>• Summarize the text.</li> <li>• Make predictions.</li> <li>• Understand how the poet reveals character.</li> <li>• Write abbreviations.</li> <li>• Read and understand domain-specific vocabulary.</li> <li>• Review forming present-tense verbs with pronouns and using them in writing.</li> <li>• Use multiple prewriting strategies to plan a first draft.</li> <li>• Set goals for writing.</li> <li>• Brainstorm ideas to explore topics.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Grammar: Daily Writes</li> <li>• Writing Prompt: Daily Focus Prompt/ Engage and Write</li> <li>• Teacher Observation/Conferences</li> </ul>	<ul style="list-style-type: none"> <li>○ Anchor Chart W8: Elements of Poetry</li> <li>○ Classroom Materials: notebook, poetry</li> <li>○ Books, chart paper</li> </ul>
<p><b>Week 2</b></p> <p><b>Writing:</b> Poem</p> <p><b>Grammar:</b> Contractions</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.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand how to focus a topic.</li> <li>• Focus a topic through freewriting.</li> <li>• Form contractions with not by using apostrophes.</li> <li>• Draft a poem.</li> <li>• Understand poetic elements and techniques.</li> <li>• Form contractions with pronouns by using apostrophes.</li> <li>• Understand the strategy of “show, don’t tell.”</li> <li>• Form contractions with not and with pronouns by using apostrophes.</li> <li>• Revise drafts to improve sound and meaning.</li> <li>• Review how to form complex sentences using subordinating conjunctions and use them in writing</li> </ul>	<p><b><u>Writing Focal Text</u></b></p> <ul style="list-style-type: none"> <li>○ Gone Fishing</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation: HMH Classcraft™ Essential Session</li> <li>○ Focal Text: Gone Fishing: A Novel in Verse</li> <li>○ Know It, Show It, Book 2:</li> <li>○ myBook, Book 2:</li> <li>○ Display and Engage: Poem</li> <li>○ Anchor Chart W12: Improve Word Choice</li> <li>○ Classroom Materials: notebook, 3" x 5" index cards</li> </ul>

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	<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p>	<ul style="list-style-type: none"> <li>● Revise writing to improve word choice.</li> <li>● Understand the effect of precise words and sensory words in a poem.</li> <li>● Form contractions by using apostrophes.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Grammar: Daily Writes</li> <li>● Writing Prompt: Daily Focus Prompt/ Engage and Write</li> <li>● Teacher Observation/Conferences</li> </ul>	
<p><b>Week 3</b></p> <p><b>Writing:</b> Poem</p> <p><b>Grammar:</b> Commas</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.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Revise a draft.</li> <li>● Learn how to use commas in a series.</li> <li>● Edit drafts for correct capitalization, punctuation, and spelling.</li> <li>● Learn about introductory words and use them in writing.</li> <li>● Proofread classmates' writing for capitalization, punctuation, and correct spelling.</li> <li>● Identify and use commas in sentences</li> <li>● Publish written works as part of the writing process.</li> <li>● Use technology to assist with writing.</li> <li>● Review abbreviations and use them in writing.</li> <li>● Share writing.</li> <li>● Identify and use commas in sentences and series</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Grammar: Daily Writes</li> <li>● Writing Prompt: Daily Focus Prompt/ Engage and Write</li> <li>● Teacher Observation/Conferences</li> </ul>	<p><b><u>Writing Focal Text</u></b></p> <ul style="list-style-type: none"> <li>○ Gone Fishing</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH Classcraft™ Essential Session</li> <li>○ Display and Engage: Poem</li> <li>○ myBook, Book 2:</li> <li>○ Anchor Chart W11: Editing Checklist</li> <li>○ Anchor Chart W15: Proofreading Marks</li> <li>○ Know It, Show It, Book 2:</li> <li>○ Classroom Materials: notebook</li> </ul>

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

[ELA Enduring Understanding Statements](#)