

**GRADE 3– Module 7: Make a Difference**

**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 opinion essay writing module guides students through the process of expressing their viewpoints with clarity and strong support while reinforcing essential grammar skills. Students begin by reading and discussing a focal text to model opinion writing, followed by vocabulary instruction to strengthen language use. In prewriting, students prepare to write by forming an opinion and gathering supporting reasons. During drafting, they learn how to begin their essay with a clear opinion statement and continue with a well-structured body that includes persuasive language and strong evidence. Revision focuses on refining persuasive techniques, integrating feedback from conferencing, and connecting ideas for smoother flow.

Integrated grammar lessons throughout the module help students strengthen their writing. Students practice using irregular verbs such as come, do, run, see and eat, give, grow, take, write, ensuring subject-verb agreement throughout their essays. As they revise and edit, students are introduced to adverbs that tell how, where, and when, and learn how to use them to add detail and clarity. Later, they explore adverbs that compare two or more actions, enhancing their ability to make comparisons and strengthen their arguments. Editing activities focus on correct punctuation, followed by peer proofreading, publishing, and sharing final pieces. This module helps students develop persuasive writing skills while applying grammar in meaningful and effective ways.

**Swedesboro-Woolwich School District's Writing Curriculum Guidance Document**

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

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

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

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.3.3. 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
<p><b>Week 1</b></p> <p><b>Writing:</b> Opinion Essay</p> <p><b>Grammar:</b> Irregular Verbs</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.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Establish a purpose for reading.</li> <li>● Make connections between the text and real life.</li> <li>● Evaluate details to determine how they contribute to the main idea of a text.</li> <li>● Synthesize information across a series of events to understand author's purpose.</li> <li>● Analyze an informational text for author's craft.</li> <li>● Learn to use the past-tense forms of irregular verbs.</li> <li>● Read and understand the meaning of academic vocabulary.</li> <li>● Learn to use the past tense of irregular verbs.</li> </ul>	<p><u><b>Writing Focal Text</b></u></p> <ul style="list-style-type: none"> <li>○ What If Everybody Did That?</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: Opinion Essay 7</li> <li>○ Focal Text: What If Everybody Did That?</li> <li>○ myBook, Book 2:</li> <li>○ Anchor Chart W6: Parts of an Argument</li> <li>○ Anchor Chart W1: Task, Audience, and Purpose</li> </ul>

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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>	<ul style="list-style-type: none"> <li>● Understand features of argumentative writing.</li> <li>● Set goals for writing.</li> <li>● Use multiple prewriting strategies to plan a first draft.</li> <li>● Learn to use past-tense forms of irregular verbs.</li> <li>● Use multiple prewriting strategies to plan writing.</li> <li>● Identify audience and purpose.</li> <li>● Choose reasons to support an opinion.</li> <li>● Learn to use subject-verb agreement</li> <li>● Draft multiple-paragraph opinion text.</li> <li>● Understand the features of an introduction.</li> <li>● Learn to use irregular verbs.</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>○ Classroom Materials: notebook</li> </ul>
<p><b>Week 2</b></p> <p><b>Writing:</b> Opinion Essay</p> <p><b>Grammar:</b> Adverbs</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.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Draft multiple-paragraph opinion text.</li> <li>● Understand the features of the body.</li> <li>● Learn to use adverbs that tell how.</li> <li>● Understand the elements of a strong conclusion.</li> <li>● Understand a call to action.</li> <li>● Learn to use adverbs that tell where and when.</li> <li>● Understand the purpose of persuasive language and techniques.</li> <li>● Revise to use persuasive language.</li> <li>● Learn to use adverbs that tell how, where, and when.</li> <li>● Draft an opinion essay.</li> <li>● Learn to use irregular verbs.</li> <li>● Revise writing for strong support and reasons.</li> <li>● Use sufficient evidence to explain reasons.</li> <li>● Use only details that support the main idea.</li> </ul>	<p><b><u>Writing Focal Text</u></b></p> <ul style="list-style-type: none"> <li>○ What If Everybody Did That?</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: Opinion Essay</li> <li>○ Know It, Show It, Book 2:</li> </ul>

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		<ul style="list-style-type: none"> <li>• Learn to use adverbs correctly.</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> Opinion Essay</p> <p><b>Grammar:</b> Adverbs</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.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Revise writing to connect ideas for clarity and coherence.</li> <li>• Understand the importance of a purposeful structure.</li> <li>• Learn to use comparative adverbs</li> <li>• Understand the use of the apostrophe in contractions and possessives.</li> <li>• Learn to use comparative adverbs.</li> <li>• Edit drafts using correct capitalization, punctuation, and spelling.</li> <li>• Learn to use superlative adverbs</li> <li>• Publish written work.</li> <li>• Use technology to assist writing.</li> <li>• Learn to use comparative and superlative adjectives.</li> <li>• Share writing.</li> <li>• Respond to ideas in student writing.</li> <li>• Learn to form and use adverbs.</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>Writing Focal Text</b></p> <ul style="list-style-type: none"> <li>○ What If Everybody Did That?</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH Classcraft™ Essential Session</li> <li>○ Know It, Show It, Book 2:</li> <li>○ Anchor Chart W15: Proofreading Marks</li> <li>○ myBook, Book 2:</li> <li>○ Display and Engage: Opinion Essay</li> <li>○ Anchor Chart W16: Publishing Options</li> <li>○ Classroom Materials: notebook</li> </ul>

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

[ELA Enduring Understanding Statements](#)