

GRADE 3– Module 10: Tell a Tale

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 imaginative story writing module encourages students to tap into their creativity while building narrative structure and essential grammar skills. The unit begins with the introduction and reading of a focal text to model how authors build imaginative worlds and characters. Students expand their vocabulary and move into prewriting by brainstorming ideas and planning story elements such as setting, characters, and plot. As they draft, students learn to organize their story with a clear beginning, middle, and end, while incorporating key narrative elements like dialogue, action, and descriptive language. Revision lessons guide them in refining their use of verbs, improving organization, and conferencing with peers. The process concludes with editing, peer proofreading, publishing, and sharing their stories.

Grammar instruction is integrated throughout to enhance students' storytelling and writing accuracy. Students are introduced to prepositions and prepositional phrases, learning how to use them to tell when and where events take place and to combine sentences for variety. Lessons also focus on correct pronoun usage, such as choosing between I and me, and distinguishing commonly confused homophones like its, their, and your. Additional grammar instruction includes reviewing adjectives and adverbs that compare, proofreading for clarity, and mastering the spelling of irregular plurals, verbs, and other challenging words. This module supports students in crafting vivid, imaginative stories while applying grammar concepts in meaningful, creative ways.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings

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.

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

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: Imaginative Story	L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Obj. We are learning to: <ul style="list-style-type: none"> Establish a purpose for reading. Preview a text to evaluate story details. Synthesize information to understand elements common to imaginative stories. Ask and answer questions about a text. 	<u>Writing Focal Text</u> <ul style="list-style-type: none"> The Plot Chickens <u>Materials</u> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft™™ Essential Session

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<p>Grammar: Prepositions and Prepositional Phrases</p>	<p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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.</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 story elements.</p>	<ul style="list-style-type: none"> • Identify prepositions and use them correctly in speaking and writing. • Make connections between story characters and personal experience. • Evaluate story details. • Synthesize information from a story as it connects to real life. • Identify prepositions and prepositional phrases in speaking and writing. • Use context to determine meaning of non-literal words • Read and understand literary vocabulary. • Use context to determine meaning. • Identify prepositional phrases that tell when and where and use them correctly in speaking and writing. • Compose a literary text. • Form contractions with not and pronouns and use them correctly in speaking and writing. • As a group, brainstorm ideas for imaginative stories. • Understand features of narrative writing. • Use multiple prewriting strategies to plan a first draft. • Understand and plan characters, setting, and events in a narrative story. • Use prepositional phrases to combine sentences 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"> ○ myBook, Book 2: ○ Display and Engage:Imaginative Story ○ Focal Text: The Plot Chickens ○ Know It, Show It, Book 2: ○ Anchor Chart W3: Narrative Elements ○ Classroom Materials: notebook
<p>Week 2</p>	<p>W.NW.3.3. Write narratives to</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Develop engaging ideas for literary texts. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ The Plot Chickens

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<p>Writing: Imaginative Story</p> <p>Grammar: Correct Pronouns</p>	<p>develop real or imagined experiences or events with basic story elements.</p> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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>	<ul style="list-style-type: none"> • Draft an imaginative story that introduces character and setting. • Explain the function of and correctly use the pronouns I and me in speaking and writing. • Organize a purposeful structure for narrative writing. • Develop drafts with engaging ideas. • Organize a naturally unfolding sequence of events in an imaginative story. • Understand and use pronouns with homophones correctly in speaking and writing. • Develop a draft of an imaginative story with a purposeful structure. • Develop an engaging and satisfying conclusion to an imaginative story. • Explain the function of and correctly use the pronouns I and me, as well as the pronouns its, their, and your and their homophones, in speaking and writing. • Revise drafts for verb tense and word choice. • Review adjectives and adverbs that compare and use them correctly in speaking and writing. • Revise drafts based on conferences with peers. • Proofread to use nouns and pronouns correctly in reading 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><u>Materials</u></p> <ul style="list-style-type: none"> ◦ Whole-Class Presentation:HMH Classcraft™™ Essential Session ◦ Know It, Show It, Book 2: ◦ Display and Engage: ◦ Imaginative Story ◦ Focal Text: The Plot Chickens ◦ myBook, Book 2: ◦ Classroom Materials: notebook
<p>Week 3</p> <p>Writing: Imaginative Story</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 clarify organization. • Identify irregular plural nouns and use them correctly in speaking and writing. • Identify irregular verbs and use them correctly 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ◦ The Plot Chickens <p><u>Materials</u></p>

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<p>Grammar: Frequently Misspelled Words</p>	<p>and editing.</p> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p>	<p>in speaking and writing.</p> <ul style="list-style-type: none"> ● Spell and use irregular words correctly in speaking and writing. ● Generate ideas for publishing an imaginative story. ● Publish an original story. ● Use technology to publish a story. ● Review prepositions and prepositional phrases and use them correctly in speaking and writing ● Share writing. ● Write frequently misspelled words and use them 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 	<ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™™ Essential Session ○ Focal Text: The Plot Chickens ○ Display and Engage:Imaginative Story ○ myBook, Book 2: ○ Anchor Chart W11: Editing Checklist ○ Know It, Show It, Book 2: ○ Classroom Materials: notebook, craft materials such as construction paper, stickers, magazines with photos, markers;
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)