

GRADE 3– Module 11: Genre Study NonFiction

**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 persuasive essay writing module teaches students how to clearly express their opinions and support them with strong reasons and evidence. The unit begins with a focal text that models persuasive writing and introduces key vocabulary to strengthen student understanding. During prewriting, students prepare their ideas by identifying their topic, audience, and purpose. As they move into drafting, they learn how to write an engaging introduction, present the elements of an argument, and complete a well-structured essay. Revision lessons focus on combining sentences, strengthening reasons, and improving idea flow through conferencing and thoughtful feedback. The module concludes with editing, peer proofreading, publishing, and sharing final essays.

Grammar instruction is reviewed and reinforced throughout the module to support clear, persuasive writing. Students revisit foundational concepts such as common and proper nouns, kinds of sentences, and using commas in series and complex sentences. They also review plural nouns, pronouns, adverbs that compare, and correct verb tense usage. Later grammar lessons guide students in using action and being verbs, writing quotations accurately, and applying possessive nouns and pronouns correctly. By combining structured writing instruction with focused grammar review, this module ensures students can write persuasive essays that are both compelling and grammatically sound.

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

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

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

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

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

**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> Persuasive Essay  <b>Grammar:</b> Review	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.AW.3.1. Write opinion texts to present an idea with reasons and	<b>Obj. We are learning to:</b> <ul style="list-style-type: none"> <li>• Discuss fact, opinion, and persuasion.</li> <li>• Use prior knowledge and experience to prepare to read.</li> <li>• Analyze an author's use of literary text features to develop a character.</li> <li>• Analyze how characters interact and develop during a story.</li> <li>• Read literary text with purpose and understanding.</li> <li>• Identify common and proper nouns and use them correctly in speaking and writing.</li> </ul>	<b>Writing Focal Text</b> <ul style="list-style-type: none"> <li>◦ Lily's Purple Plastic Purse</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>◦ Whole-Class Presentation: HMH Classcraft™™ Essential Session</li> <li>◦ myBook, Books 1–2</li> <li>◦ Display and Engage: Persuasive Essay</li> <li>◦ Focal Text: Lilly's Purple Plastic Purse</li> <li>◦ Know It, Show It, Book 2:</li> <li>◦ Anchor Chart W06: Parts of an Argument</li> <li>◦ Classroom Materials: notebook</li> </ul>

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	<p>information.</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"> <li>• Read and understand new vocabulary.</li> <li>• Use context clues and reference material to determine the meanings of words.</li> <li>• Understand the relationship between verb and noun forms of words.</li> <li>• Review subjects and predicates, and use simple sentences correctly in speaking and writing.</li> <li>• Understand features of persuasive writing.</li> <li>• Use multiple prewriting strategies to plan writing.</li> <li>• Set goals for writing.</li> <li>• Identify and produce the four kinds of sentences and use them correctly in speaking and writing.</li> <li>• Use multiple prewriting strategies to plan writing.</li> <li>• Create an opinion statement and select an audience and purpose for writing.</li> <li>• Review compound sentences and use them correctly in speaking and writing.</li> <li>• Use purposeful structure to organize writing.</li> <li>• Write an effective introduction to an opinion essay.</li> <li>• Draft a multiple-paragraph argumentative text.</li> <li>• Identify commas in sentences and series and use them correctly in writing</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 2</b></p> <p><b>Writing:</b> Persuasive Essay</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</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Use purposeful structure to organize writing.</li> <li>• Provide reasons to support an opinion.</li> <li>• Develop ideas with relevant details.</li> <li>• Review adverbs that compare and use them correctly in speaking and writing.</li> </ul>	<p><b><u>Writing Focal Text</u></b></p> <ul style="list-style-type: none"> <li>◦ Lily's Purple Plastic Purse</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>◦ Whole-Class Presentation:HMH</li> </ul>

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<p><b>Grammar:</b> Review</p>	<p>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"> <li>● Conclude with a strong call to action.</li> <li>● Review commas in series and addresses and use them correctly in writing.</li> <li>● Use conjunctions to combine sentences.</li> <li>● Revise drafts to improve sentence structure.</li> <li>● Review and use correct pronouns in speaking and writing</li> <li>● Use support from peers to revise drafts.</li> <li>● Show respect for the contributions of others.</li> <li>● Revise drafts for clarity.</li> <li>● Form simple past, present, and future verb tenses and use them correctly in speaking and writing</li> <li>● Revise writing to strengthen reasons and evidence.</li> <li>● Revise writing with the support of peers.</li> <li>● Use singular and plural noun forms correctly in speaking and writing.</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>Classcraft™™ Essential Session</p> <ul style="list-style-type: none"> <li>○ Display and Engage: Persuasive Essay</li> <li>○ Know It, Show It, Book 2:</li> <li>○ Focal Text: Lilly's Purple Plastic Purse</li> <li>○ myBook, Books 1–2</li> <li>○ Classroom Materials: notebook</li> </ul>
<p><b>Week 3</b></p> <p><b>Writing:</b> Persuasive Essay</p> <p><b>Grammar:</b> Review</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>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.AW.3.1. Write opinion texts to</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Revise writing to link ideas.</li> <li>● Review action verbs and use present and past forms of the verb be correctly in speaking and writing</li> <li>● Edit drafts to ensure correct use of simple and compound sentences.</li> <li>● Identify verbs in the present, past, and future tenses and use them correctly in speaking and writing.</li> <li>● Edit drafts to check for elements of a persuasive essay.</li> <li>● Edit writing with peer support.</li> </ul>	<p><b><u>Writing Focal Text</u></b></p> <ul style="list-style-type: none"> <li>○ Lily's Purple Plastic Purse</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: Persuasive Essay</li> <li>○ Focal Text: Lilly's Purple Plastic Purse</li> <li>○ myBook, Books 1–2</li> <li>○ Anchor Chart W11: Editing Checklist</li> <li>○ Anchor Chart W15: Proofreading Marks</li> <li>○ Anchor Chart W16: Publishing Options</li> </ul>

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	present an idea with reasons and information.	<ul style="list-style-type: none"><li>● Review conventions for quotations and use them correctly in writing</li><li>● Publish written works as part of the writing process.</li><li>● Use technology to assist with writing.</li><li>● Review possessive nouns and pronouns and use them correctly in speaking and writing.</li><li>● Share writing.</li><li>● Hold a collaborative discussion.</li><li>● Recognize that a pronoun can take the place of a noun, and use pronouns correctly in speaking and writing.</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>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)