

GRADE 3– Module 12: Genre Study Literary Texts

**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 biographical essay writing module guides students through the process of researching and writing about a significant individual, while reinforcing essential grammar and language skills. The module begins with the introduction, preview, and reading of a focal biographical text, helping students identify key features of the genre and build relevant vocabulary. In the prewriting phase, students prepare to write by selecting a subject, conducting research, and taking organized notes. As they draft, they learn how to write a strong introduction, present factual information clearly, and complete a coherent essay. Revision focuses on the accurate use of capitalization and punctuation in documentation, along with improving organization and clarity through peer conferencing and feedback.

Throughout the unit, grammar instruction is reviewed and applied to strengthen writing accuracy and effectiveness. Students revisit plural and abstract nouns, irregular verbs, and subject-verb agreement. They also review adjectives and adverbs that compare, articles, the verb be, helping verbs, and pronoun-verb agreement. Grammar work extends to complex sentence structure, proper use of abbreviations and contractions, and the use of prepositions and prepositional phrases to add detail and depth. By integrating grammar review with structured writing instruction, this module helps students produce well-organized, factually accurate, and grammatically correct biographical essays.

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

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

**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> Biographical Essay	L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.	<b>Obj. We are learning to:</b> <ul style="list-style-type: none"> <li>• Correctly form and use the plural of nouns ending with a consonant and y, as well as those that change spelling or that have no spelling change, in speaking and writing.</li> <li>• Use personal experience to connect with a</li> </ul>	<u><b>Writing Focal Text</b></u> <ul style="list-style-type: none"> <li>○ Roberto Clemente: Pride of the Pittsburgh Pirates</li> </ul> <u><b>Materials</b></u> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH</li> </ul>

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<p><b>Grammar:</b> Review</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>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>nonfiction topic.</p> <ul style="list-style-type: none"> <li>● Review frequently misspelled words and spell them correctly in writing.</li> <li>● Refer to text details to explain what the text says explicitly and to make inferences.</li> <li>● Confirm or correct predictions about an informational text.</li> <li>● Explain the author's use of text features in a nonfiction text.</li> <li>● Identify and use abstract nouns correctly in speaking and writing.</li> <li>● Read and understand domain-specific vocabulary.</li> <li>● Use context to determine a word's meaning.</li> <li>● Review forming present-tense verbs with singular and plural subjects, and use subject-verb agreement correctly in speaking and writing.</li> <li>● Understand features of a biography.</li> <li>● Use multiple prewriting strategies to plan writing.</li> <li>● Set goals for writing.</li> <li>● Review the irregular verbs come, do, go, run, see, eat, give, grow, take, and write and how to use irregular verbs 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>○ Focal Text: Roberto Clemente: Pride of the Pittsburgh Pirates</li> <li>○ myBook, Books 1–2</li> <li>○ Display and Engage:Biographical Essay</li> <li>○ Know It, Show It, Book 2</li> <li>○ Classroom Materials: notebook</li> </ul>
<p><b>Week 2</b> <b>Writing:</b> Biographical</p>	<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Use multiple prewriting strategies to plan writing.</li> <li>● Use research to identify a topic.</li> </ul>	<p><b>Writing Focal Text</b></p> <ul style="list-style-type: none"> <li>○ Roberto Clemente: Pride of the Pittsburgh Pirates</li> </ul>

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<p>Essay</p> <p><b>Grammar:</b> Review</p>	<p>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>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p>	<ul style="list-style-type: none"> <li>● Use research to identify relevant information.</li> <li>● Form and use comparative and superlative adjectives correctly in speaking and writing.</li> <li>● Review and use adjectives and articles correctly in speaking and writing.</li> <li>● Use purposeful structure to organize writing.</li> <li>● Draft multiple-paragraph informational texts.</li> <li>● Use genre characteristics to compose biographies.</li> <li>● Use the correct forms of the verb be and helping verbs in speaking and writing.</li> <li>● Provide ideas to support a topic sentence.</li> <li>● Craft research-based informational texts.</li> <li>● Review adverbs and use them correctly in speaking and writing</li> <li>● Use correct punctuation to cite sources.</li> <li>● Revise drafts for correct punctuation.</li> <li>● Review forming present-tense verbs, and use pronoun-verb agreement 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><b>Materials</b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH Classcraft™™ Essential Session</li> <li>○ Anchor Chart W2: Research Sources</li> <li>○ Display and Engage:Biographical Essay</li> <li>○ Focal Text: Roberto Clemente: Pride of the Pittsburgh Pirates</li> <li>○ myBook, Books 1–2</li> <li>○ Know It, Show It, Book 2:</li> <li>○ Classroom Materials: notebook</li> </ul>
<p><b>Week 3</b></p> <p><b>Writing:</b> Biographical 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>W.IW.3.2. Write informative/explanatory texts to</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Revise drafts to include elements of an informational text.</li> <li>● Use support from peers to revise drafts.</li> <li>● Review how to form complex sentences using subordinating conjunctions and use them correctly in speaking and writing.</li> <li>● Use transitions to connect ideas.</li> <li>● Revise drafts to improve paragraph structure</li> </ul>	<p><b>Writing Focal Text</b></p> <ul style="list-style-type: none"> <li>○ Roberto Clemente: Pride of the Pittsburgh Pirates</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH Classcraft™™ Essential Session</li> <li>○ Anchor Chart W10: Revising Checklist</li> </ul>

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	<p>examine a topic and convey ideas and information clearly.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p>	<p>and provide clarity.</p> <ul style="list-style-type: none"> <li>● Review abbreviations and use them correctly in writing.</li> <li>● Edit drafts to check for elements of a biographical essay.</li> <li>● Edit drafts to ensure correct capitalization and punctuation.</li> <li>● Form contractions with not and pronouns, and use them correctly in speaking and writing.</li> <li>● Publish written works as part of the writing process.</li> <li>● Use technology to assist with publishing writing.</li> <li>● Review adjectives and adverbs that compare, and use them correctly in speaking and writing.</li> <li>● Share writing.</li> <li>● Hold a collaborative discussion.</li> <li>● Review prepositions and prepositional phrases, and use them 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>○ Display and Engage:Biographical Essay</li> <li>○ Focal Text: Roberto Clemente: Pride of the Pittsburgh Pirates</li> <li>○ myBook, Books 1–2</li> <li>○ Know It, Show It, Book 2:</li> <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](#)