

GRADE 3– Module 2: Meet in the Middle

**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 writing module guides students through the process of forming and expressing an opinion with clarity, structure, and supporting reasons. It begins with the introduction and reading of a focal text to model the characteristics of persuasive writing, followed by vocabulary development and topic selection. During prewriting, students learn how to organize their ideas using a persuasive structure. Drafting lessons focus on the essential elements of persuasive text, such as stating an opinion, supporting it with clear reasons, and writing a strong conclusion. Students then revise their writing to strengthen their word choice and clarity, with a focus on integrating action verbs and participating in peer conferencing.

Grammar instruction is embedded throughout the module to support strong, persuasive writing. Students begin by identifying and using common and proper nouns for people, animals, places, and things, along with reviewing plural forms. As they revise, they explore how action verbs and adverbs enhance their arguments and sentence strength. Later grammar lessons focus on combining ideas using coordinating conjunctions and constructing compound subjects and predicates to add variety and fluency. The module concludes with peer proofreading, final edits, publishing, and sharing their persuasive texts. By blending structured writing steps with targeted grammar practice, students develop both confidence and skill in persuasive communication.

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

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.WF.2.2. 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
<b>Week 1</b>  <b>Writing:</b> Persuasive Text  <b>Grammar:</b> Proper Nouns	<p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm words and phrases on a topic.</li> <li>• Use background knowledge to prepare to read.</li> <li>• Use active listening to ask and answer questions about a topic.</li> <li>• Identify primary and secondary sources.</li> <li>• Identify proper nouns that name people, animals, places, and things.</li> <li>• Discuss genre features of persuasive text.</li> <li>• Make predictions.</li> <li>• Identify proper nouns that name people and animals.</li> <li>• Describe plot elements in sequential order.</li> <li>• Identify supporting evidence.</li> <li>• Use text and illustrations to locate information</li> </ul>	<p><u><b>Writing Focal Text</b></u></p> <ul style="list-style-type: none"> <li>○ Mr. Tiger Goes Wild</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>○ Anchor Chart</li> <li>○ Display and Engage: Persuasive Text</li> <li>○ Focal Text: Mr. Tiger Goes Wild</li> <li>○ myBook, Book 2:</li> <li>○ Classroom Materials: notebook</li> </ul>

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		<p>and support responses.</p> <ul style="list-style-type: none"> <li>• Identify proper nouns that name places and things.</li> <li>• Respond using newly acquired vocabulary.</li> <li>• Review forming regular and irregular plural nouns</li> <li>• Understand features of persuasive text.</li> <li>• Share information and ideas about a topic.</li> <li>• Identify proper nouns that name people, animals, places, and things</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 Text</p> <p><b>Grammar:</b> Action Verbs</p>	<p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>L.KL.2.1. Use knowledge of language and its conventions</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Set goals for writing.</li> <li>• Share information and opinions.</li> <li>• Introduce action verbs in the present tense.</li> <li>• Identify parts of a persuasive text.</li> <li>• Use features of persuasive text in writing.</li> <li>• Use subjects and action verbs in the past tense</li> <li>• Use features of persuasive text in writing.</li> <li>• Revise draft to add specific and relevant details.</li> <li>• Identify action verbs in sentences</li> <li>• Revise drafts.</li> <li>• Review proper nouns that name people, animals, places, and things.</li> <li>• Demonstrate speaking skills by sharing persuasive essays.</li> <li>• Use active listening skills.</li> <li>• Use exact verbs in sentences</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</li> </ul>	<p><b><u>Writing Focal Text</u></b></p> <ul style="list-style-type: none"> <li>◦ Mr. Tiger Goes Wild</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>◦ Anchor Chart</li> <li>◦ Display and Engage: Persuasive Text</li> <li>◦ Know It, Show It, Book 1:</li> <li>◦ Focal Text: Mr. Tiger Goes Wild</li> <li>◦ myBook, Book 2:</li> <li>◦ Classroom Materials: notebook</li> </ul>

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	when writing, speaking, reading, or listening.	and Write <ul style="list-style-type: none"> <li>Teacher Observation/Conferences</li> </ul>	
<b>Week 3</b>  <b>Writing:</b> Persuasive Text  <b>Grammar:</b> Compound Subjects and Predicates	<p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Listen and provide feedback.</li> <li>Revise drafts based on feedback.</li> <li>Identify compound subjects</li> <li>Demonstrate understanding of grammar topics.</li> <li>Use active listening skills.</li> <li>Identify coordinating conjunctions to form compound subjects</li> <li>Proofread writing for spelling and standard English conventions.</li> <li>Write legibly.</li> <li>Identify and form compound predicates using and or or.</li> <li>Publish writing.</li> <li>Use technology to assist with writing.</li> <li>Review how to spell words with vowel teams, words with endings, and high-frequency words.</li> <li>Share writing.</li> <li>Participate in a collaborative discussion.</li> <li>Identify compound subjects and predicates</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>Mr. Tiger Goes Wild</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 Text</li> <li>Know It, Show It, Book 1:</li> <li>Anchor Charts</li> <li>Focal Text: Mr. Tiger Goes Wild</li> <li>myBook, Book 2:</li> <li>Classroom Materials: notebook</li> </ul>

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

[ELA Enduring Understanding Statements](#)