


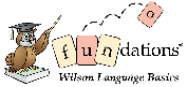




P352X Grade 3 SA
HMH Into Reading
 2025-26

Marking Period 2: November 17 – January 9 (6 weeks)

Grade 3 - Module 2

	Materials	Evidence of Student Learning Student Work/ Portfolio	Assessments
Build Knowledge and Language 	Classroom word wall Big Idea Word Cards Anchor Charts Read Aloud Books	Student reading logs Student myBook work	HMH Into Reading Weekly Assessments Module 2, Week 1: DEC. 2, 2025 Module 2, Week 2: DEC. 16, 2025 Module 2, Week 3: JAN 9, 2026
Reading and Vocabulary 	Classroom word wall Reading Log Vocabulary Cards Anchor Charts Read Aloud Books BookStix myBook	Student reading logs Student myBook work	HMH Into Reading Weekly Assessments Module 2, Week 1: DEC. 2, 2025 Module 2, Week 2: DEC. 16, 2025 Module 2, Week 3: JAN 9, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Personal Narrative	HMH Into Reading Weekly Assessments Module 2, Week 1: DEC. 2, 2025 Module 2, Week 2: DEC. 16, 2025 Module 2, Week 3: JAN 9, 2026 P352X Letter Rubric
Foundational Skills (Foundations) 	Large Letter Cards Echo & Baby Echo Standard Sound Cards Large Writing Grid Student Notebook Letter Tiles Dry Erase Writing Tablet Start Right Readers	Student Foundations work Student Notebook	Foundations Student Notebook Assessment End of Unit Assessment

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
 Gray shading indicates lower priority instruction
 © Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T
 Writing Workshop Teacher's Guide = pp. W

Editable Weekly Plan: Grade 3 Module 2

How to Use this Editable Weekly Plan

- Review each week’s plan, focusing on the non-shaded priority instruction. The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- For Foundational Skills, you will not use HMH - instead, you will implement [Foundations® - Wilson Language Training](#)
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop Lessons are a lower priority.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading*.
 - If students need additional direct instruction in foundational skills, utilize the *Start Right Readers* and/or the *Blending Board*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio*.
 - If students need English language development, utilize *Tabletop Minilessons: English Language Development*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need independent practice with vocabulary, utilize *Vocabulary Interactive Practice*.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.
 - If students need independent practice with foundational skills, utilize the *Phonics Interactive Practice*.

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, broadcasting or by any other information storage and retrieval system, without written permission of the copyright owner unless such copying is expressly permitted by federal copyright law.

Only those pages that are specifically enabled by the program and indicated by the presence of the print icon may be printed and reproduced in classroom quantities by individual teachers using the corresponding student’s textbook or kit as the major vehicle for regular classroom instruction. Requests for information on other matters regarding duplication of this work should be submitted through our Permissions website at <https://customer care.hmhco.com/contactus/Permissions.html> or mailed to Houghton Mifflin Harcourt Publishing Company, Attn: Compliance, 9400 Southpark Center Loop, Orlando, Florida 32819-8647.

HOUGHTON MIFFLIN HARCOURT and the HMH Logo are trademarks and service marks of Houghton Mifflin Harcourt Publishing Company. You shall not display, disparage, dilute or taint Houghton Mifflin Harcourt trademarks and service marks or use any confusingly similar marks, or use Houghton Mifflin Harcourt marks in such a way that would misrepresent the identity of the owner. Any permitted use of Houghton Mifflin Harcourt trademarks and service marks inures to the benefit of Houghton Mifflin Harcourt Publishing Company.

All other trademarks, service marks or registered trademarks appearing on Houghton Mifflin Harcourt Publishing Company websites are the trademarks or service marks of their respective owners.

r7.22

Grade 3 Module 2 Week 1 (November 17 - December 2)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Module Launch pp. T150–T151	Foundations	Foundations	Foundations	Foundations
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Foundations: Choose the Level appropriate for your students and teach the lessons in order. Teach one Lesson (30-45 minutes) every day. Each Foundations lesson should consist of 3-5 activities that are rotated daily.	Introduce Critical Vocabulary pp. T158–T159	Review Critical Vocabulary p. T166	<i>Generative Vocabulary*</i> pp. T172–T173 <i>Prefixes re-, pre-</i>	Vocabulary Spiral Review p. T176–T177
		Vocabulary Strategy: Synonyms/Antonyms* p. T167	<i>Spiral Review: Suffixes</i> -ful, -ness	
Reading	Reading	Reading	Reading	Reading
Text and Graphic Features* pp. T152–T153 <i>A LOL Story</i> myBook pp. 108–109	Retell pp. T160–T161 <i>Dear Primo</i> myBook pp. 110–141	Point of View* pp. T168–T169 <i>Dear Primo</i> myBook pp. 110–141	Text and Graphic Features* pp. T174–T175 <i>Dear Primo</i> myBook pp. 110–141	Character* pp. T178–T179 <i>Dear Primo</i> myBook pp. 110–141
	Communication		Communication	Communication
	Listening Comprehension pp. T162–T165		Project Checkpoint: Brainstorm and Research pp. T138, T147	Research and Media Literacy p. T180 Make Connections p. T181
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Letter Priming the Students p. W18	Letter Priming the Text p. W19	Letter The Read p. W20	Letter Vocabulary p. W21	Letter* Prewriting: Preparing to Write p. W22
Grammar: Identifying Nouns and Subjects p. W230	Grammar: Capitalizing Nouns p. W231	Grammar: Common and Proper Nouns* p. W232	Grammar: Review Compound Sentences p. W213	Grammar: Using Common and Proper Nouns* p. W234

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
 Gray shading indicates lower priority instruction
 © Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T
 Writing Workshop Teacher’s Guide = pp. W

Grade 3 Module 2 Week 1 (November 17 - December 2)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 16: Text and Graphic Features
 - 3: Retell
 - 15: Point of View
 - 11: Characters
- Read and Respond Journal
 - *Building a New Barn* (Main Ideas and Details, Retell)
- Rigby Readers/Take & Teach Lessons
 - Select by Module Connections
 - Select by Skill/Strategy Connections
 - Select by Reading Level

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Critical Vocabulary: *Dear Primo*
 - Generative Vocabulary: Prefixes *re-*, *pre-*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Prefixes *re-*, *un-*, *over-*, *pre-*, *mis-*, *dis-* (Session 294)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 4.1–4.3: Compare and Contrast

Literacy Centers, pp. T146–T147

Grade 3 Module 2 Week 2 (December 3 - December 16)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
<p>Foundations: Choose the Level appropriate for your students and teach the lessons in order.</p> <p>Teach one Lesson (30-45 minutes) every day.</p> <p>Each Foundations lesson should consist of 3-5 activities that are rotated daily.</p>	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p>Introduce Critical Vocabulary pp. T190–T191</p>	<p>Review Critical Vocabulary pp. T198</p>	<p>Introduce Critical Vocabulary pp. T202–T203</p>	<p>Review Critical Vocabulary p. T208</p>	<p>Generative Vocabulary* Prefixes <i>dis-</i> p. T212–T213</p>
	<p>Vocabulary Strategy: Synonyms/Antonyms* p. T199</p>		<p>Vocabulary Strategy: Synonyms/Antonyms* p. T209</p>	<p>Spiral Review: Prefixes re-, pre-</p>
Reading	Reading	Reading	Reading	Reading
<p>Ask and Answer Questions pp. T192–T193 <i>Adventures with Words</i> myBook pp. 144–151</p>	<p>Elements of Poetry* pp. T200–T201 <i>Adventures with Words</i> myBook pp. 144–151</p>	<p>Ask and Answer Questions pp. T204–T205 <i>The Upside Down Boy</i> myBook pp. 154–175</p>	<p>Figurative Language* pp. T210–T211 <i>The Upside Down Boy</i> myBook pp. 154–175</p>	<p>Text and Graphic Features* pp. T214–T215 <i>The Upside Down Boy</i> myBook pp. 154–175</p>
	Communication		Communication	Communication
	<p>Project Checkpoint: Write and Create pp. T139, T187</p>		<p>Project Checkpoint: Write and Create pp. T139, T187</p>	<p>Speaking and Listening p. T216 Make Connections p. T217</p>
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<p>Letter* Drafting I: Begin the Draft p. W23</p>	<p>Letter Drafting II: Elements of a Letter p. W24</p>	<p>Letter Drafting III: Completing the Draft p. W25</p>	<p>Letter* Revising I: Punctuation and Capitalization p. W26</p>	<p>Letter Revising II: Conferencing p. W27</p>
<p>Grammar: Identifying Singular and Plural Nouns p. W235</p>	<p>Grammar: Plural Nouns with -s* p. W236</p>	<p>Grammar: Plural Nouns with -s and -es* p. W237</p>	<p>Grammar: Review Commas in Sentences and Series p. W328</p>	<p>Grammar: Using Plural Nouns with -s and -es* p. W239</p>

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
 Gray shading indicates lower priority instruction
 © Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T
 Writing Workshop Teacher’s Guide = pp. W

Grade 3 Module 2 Week 2 (December 3 - December 16)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 1: Ask and Answer Questions
 - 13: Elements of Poetry
 - 16: Text and Graphic Features
 - 25: Figurative Language
- Read and Respond Journal
 - *Douglas Florian’s Books* (Main Ideas and Details, Text and Graphic Features)
- Rigby Readers/Take & Teach Lessons
 - Select by Module Connections
 - Select by Skill/Strategy Connections
 - Select by Reading Level

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Critical Vocabulary: *Adventures with Words*
 - Critical Vocabulary: *The Upside Down Boy*
 - Generative Vocabulary: Prefix *dis-*; Latin Root *form*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Decoding: Prefixes *re-*, *un-*, *dis-* (Session 381)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 5.1–5.3: Describe

Literacy Centers, pp. T186–T187

Grade 3 Module 2 Week 3 (December 17 - January 9)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
<p>Foundations: Choose the Level appropriate for your students and teach the lessons in order.</p> <p>Teach one Lesson (30-45 minutes) every day.</p> <p>Each Foundations lesson should consist of 3-5 activities that are rotated daily.</p>	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
<p>Introduce Critical Vocabulary pp. T226–T227</p>	<p>Review Critical Vocabulary pp. T234</p>	<p>Generative Vocabulary: Suffixes –y, –ly* pp. T238–T239</p>	<p>Vocabulary Spiral Review pp. T244–T245</p>	<p>Module Wrap-Up p. T250–T251</p>
	<p>Vocabulary Strategy: Context Clues p. T235</p>			
Reading	Reading	Reading	Reading	Reading
<p>Visualize pp. T228–T229 <i>Dear Dragon</i> myBook pp. 178–211</p>	<p>Character* pp. T236–T237 <i>Dear Dragon</i> myBook pp. 178–211</p>	<p>Elements of Poetry* pp. T240–T241 <i>Dear Dragon</i> myBook pp. 178–211</p>	<p>Point of View* pp. T246–T247 <i>Dear Dragon</i> myBook pp. 178–211</p>	<p>Performance Task: Opinion Essay pp. T252–T255</p>
	Communication		Communication	Communication
	<p>Project Checkpoint: Practice and Present pp. T139, T223</p>		<p>Research and Media Literacy p. T248 Make Connections p. T249</p>	<p>Project Presentation pp. T139, T256</p>
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<p>Letter* Revising III: Adding Details p. W28</p>	<p>Letter* Editing I: Grammar and Mechanics p. W29</p>	<p>Letter* Editing II: Peer Proofreading p. W30</p>	<p>Letter* Publishing p. W31</p>	<p>Letter* Sharing p. W32</p>
<p>Grammar: Action Verbs* p. W265</p>	<p>Grammar: Being Verbs* p. W266</p>	<p>Grammar: Action Verbs and Being Verbs* p. W267</p>	<p>Grammar: Review Subject-Verb Agreement p. W218</p>	<p>Grammar: Using Action and Being Verbs* p. W269</p>

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
 Gray shading indicates lower priority instruction
 © Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T
 Writing Workshop Teacher’s Guide = pp. W

Grade 3 Module 2 Week 3 (December 17 - January 9)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 6: Visualize
 - 11: Characters
 - 13: Elements of Poetry
 - 15: Point of View
- Read and Respond Journal
 - *Living Things are Linked* (Literary Elements, Visualize)
- Rigby Readers/Take & Teach Lessons
 - Select by Module Connections
 - Select by Skill/Strategy Connections
 - Select by Reading Level

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Critical Vocabulary: *Dear Dragon*
 - Generative Vocabulary: Suffixes *-y* and *-ly*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Decoding: Suffixes *-ful, -y, -ous, -ly, -er, -or* (Session 348)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 6.1–6.3: Predict

Literacy Centers, pp. T222–T223

Blank Weekly Plan –

Teachers will identify lessons that will be taught and the specific components of each lesson that will be presented to students each day.

All skill areas must be addressed: Build Knowledge and Language, Reading and Vocabulary, Foundational Skills (*in Foundations*), and Writing Workshop. *Duplicate this page as needed.

Date :

	Monday	Tuesday	Wednesday	Thursday	Friday
HMH Module Lesson Number					
Skill Areas Addressed					
Assessment					
Materials Needed					
Differentiation					

P352X Letter Rubric (Grade 3)

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations	Score
	1	2	3	4	
Organization/ Progression	The writing is mostly inappropriate for the topic. The writing may list ideas with little or no structure.	The writing may not always be appropriate for the particular topic. The writing is minimally organized and lacks development. It may be missing a beginning, middle and/or an end.	The writing is mostly appropriate for the particular topic. The writing is organized in some structure and includes a beginning, middle and end, but may be missing one or more elements. Some elements may not be fully developed.	The writing is appropriate for the particular topic. The writing is organized with a clear structure and includes a beginning, middle and end.	
Development of Ideas	The writing does not develop an idea and does not include details.	The writing develops an idea, but includes few, if any, details.	The writing develops a central idea with some relevant details.	The writing clearly develops a central idea with specific and relevant details.	
Conventions/ Sentence Fluency	The response demonstrates inadequate development of conventions. There is little or no capitalization and punctuation is inconsistent. It demonstrates little or no knowledge of many sound-letter relationships and letter patterns. Sentences, if present, are incomplete.	The response demonstrates limited development of conventions. Capitalization and punctuation are inconsistent. It demonstrates some knowledge of many sound-letter relationships and letter patterns. Sentences, if present, vary in completion.	The response demonstrates adequate development of conventions. There is some capitalization and punctuation. It demonstrates adequate knowledge of many sound-letter relationships and letter patterns. Some sentences are complete.	The response demonstrates exemplary development of conventions. Capitalization and punctuation are consistent. Strong knowledge of sound-letter relationships and letter patterns. Sentences are complete.	
Overall Score					
Notes					

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
 Gray shading indicates lower priority instruction
 © Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T
 Writing Workshop Teacher’s Guide = pp. W