







P352X Grade 3 SA
HMH Into Reading
2025-26

Marking Period 3: January 12 – March 6 (7 weeks)

	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 4, Week 1: JAN. 27, 2026 Module 4, Week 2: FEB. 11, 2026 Module 4, Week 3: MARCH 6, 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 4, Week 1: JAN. 27, 2026 Module 4, Week 2: FEB. 11, 2026 Module 4, Week 3: MARCH 6, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Story	HMH Into Reading Weekly Assessments Module 4, Week 1: JAN. 27, 2026 Module 4, Week 2: FEB. 11, 2026 Module 4, Week 3: MARCH 6, 2026 P352X Story 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

Editable Weekly Plan: Grade 3 Module 4

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*.

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Grade 3 Module 4 Week 1 (Jan 12 - Jan 27)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Module Launch pp. T22–T23	Introduce Critical Vocabulary pp. T30–T31	Review Critical Vocabulary p. T38	Generative Vocabulary* pp. T44–T45 Prefixes <i>in-</i> (not), <i>im-</i> (into)	Vocabulary Spiral Review p. T48–T49
		Vocabulary Strategy: Shades of Meaning* p. T39	Spiral Review: Prefix <i>im-</i> (not)	
Reading	Reading	Reading	Reading	Reading
Ideas and Support pp. T24–T25 <i>That’s Entertainment!</i> myBook pp. 294–295	Visualize pp. T32–T33 <i>The Saga of Pecos Bill</i> myBook pp. 296–306	Elements of Drama* pp. T40–T41 <i>The Saga of Pecos Bill</i> myBook pp. 296–306	Literary Elements* pp. T46–T47 <i>The Saga of Pecos Bill</i> myBook pp. 296–306	Figurative Language* pp. T50–T51 <i>The Saga of Pecos Bill</i> myBook pp. 296–306
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
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.	Foundations	Foundations	Foundations	Foundations
	Communication		Communication	Communication
	Listening Comprehension pp. T34–T37		Project Checkpoint: Brainstorm and Research pp. T10, T19	Speaking and Listening p. T52 Make Connections p. T53
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Story Priming the Students p. W52	Story Priming the Text p. W53	Story The Read p. W54	Story Vocabulary p. W55	Story* Prewriting: Preparing to Write p. W56
Grammar: Subject Pronouns* p. W255	Grammar: Objective Pronouns* p. W256	Grammar: Pronoun-Antecedent Agreement* p. W257	Grammar: Review Plural Nouns with <i>-s</i> and <i>-es</i> p. W238	Grammar: Connect to Writing: Using Pronouns and Antecedents* p. W259

*Assessed on Weekly Assessment and/or Module Assessment
Gray shading indicates non-priority instruction
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Teacher’s Guide = pp. T
Writing Workshop Teacher’s Guide = pp. W

Grade 3 Module 4 Week 1 (Jan 12 - Jan 27)	
Small Group/Independent Options	
<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 21: Ideas and Support ○ 6: Visualize ○ 14: Elements of Drama ○ 12: Literary Elements ○ 25: Figurative Language ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>To the South Seas</i> (Idea and Support) ● Rigby Readers/Take & Teach Lessons <ul style="list-style-type: none"> ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level 	<p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Critical Vocabulary: <i>The Saga of Pecos Bill</i> ○ Generative Vocabulary: Prefix <i>in-</i> (not), <i>im-</i> (into) <p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Decoding: Common Consonant Patterns Digraphs (Session 367) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 10.1–10.3: Infer <p style="text-align: right;">Literacy Centers, pp. T18–T19</p>

Grade 3 Module 4 Week 2				
Grade 3 Module 4 Week 2 (Jan 28 - Feb 11)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T62–T63	Review Critical Vocabulary pp. T70	Introduce Critical Vocabulary pp. T74–T75	Review Critical Vocabulary p. T80	Generative Vocabulary* Suffixes <i>-er/-or</i> (one who) p. T84–T85
	Vocabulary Strategy: Shades of Meaning* p. T71		Vocabulary Strategy: Shades of Meaning* p. T81	Spiral Review: Prefix <i>in-</i> (not), <i>im-</i> (into)
Reading	Reading	Reading	Reading	Reading
Summarize pp. T64–T65 <i>The Traveling Trio: Český Krumlov, Czech Republic</i> myBook pp.310–315	Media Techniques pp. T72–T73 <i>The Traveling Trio: Český Krumlov, Czech Republic</i> myBook pp.310–315	Retell pp. T76–T77 <i>Gigi and the Wishing Well</i> myBook pp. 316–331	Elements of Drama* pp. T82–T83 <i>Gigi and the Wishing Well</i> myBook pp. 316–331	Theme* pp. T86–T87 <i>Gigi and the Wishing Well</i> myBook pp. 316–331
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
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.	Foundations	Foundations	Foundations	Foundations
	Communication		Communication	Communication
	Project Checkpoint: Write and Create pp. T11, T59		Project Checkpoint: Write and Create pp. T11, T59	Research and Media Literacy p. T88 Make Connections p. T89
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Story* Drafting I: Beginning the Draft p. W57	Story Drafting II: Writing the Middle p. W58	Story Drafting III: Completing the Draft p. W59	Story* Revising I: Integrating Narrative Elements p. W60	Story Revising II: Conferencing p. W61
Grammar: Change <i>y</i> to <i>i</i> * p. W245	Grammar: Irregular Plural Nouns* p. W246	Grammar: Forming Irregular Plural Nouns* p. W247	Grammar: Review Action and <i>Being Verbs</i> p. W268	Grammar: Connect to Writing: Using Plural Nouns* p. W249

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

Grade 3 Module 4 Week 2 (Jan 28 - Feb 11)	
Small Group/Independent Options	
<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 3: Retell/Summarize ○ 29: Media Techniques ○ 14: Elements of Drama ○ 9: Theme ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Mark's Idea</i> (Theme, Retell) ● Rigby Readers/Take & Teach Lessons <ul style="list-style-type: none"> ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level 	<p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Critical Vocabulary: <i>The Traveling Trio: Český Krumlov, Czech Republic</i> ○ Critical Vocabulary: <i>Gigi and the Wishing Well</i> ○ Generative Vocabulary: Suffixes <i>-er/-or</i> (one who) <p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonics: Vowel Diphthongs <i>ow</i> and <i>ou</i> (Session 330) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 11.1–11.3: Recount Information <p>Literacy Centers, pp. T58–T59</p>

Grade 3 Module 4 Week 3 (Feb 12 - March 6)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
Introduce Critical Vocabulary pp. T98–T99	Review Critical Vocabulary pp. T106	Generative Vocabulary: Latin Roots <i>aud, vis</i> * pp. T110–T111	Vocabulary Spiral Review pp. T116–T117	Module Wrap-Up p. T122–T123
	Vocabulary Strategy: Multiple-Meaning Words p. T107	Spiral Review: Suffixes <i>-er, -or</i>		
Reading	Reading	Reading	Reading	Reading
Monitor and Clarify pp. T100–T101 <i>Two Bear Cubs</i> myBook pp. 334–349	Element of Drama* pp. T108–T109 <i>Two Bear Cubs</i> myBook pp. 334–349	Literary Elements* pp. T112–T113 <i>Two Bear Cubs</i> myBook pp. 334–349	Theme* pp. T118–T119 <i>Two Bear Cubs</i> myBook pp. 334–349	Performance Task: Opinion Essay pp. T124–T127
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
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.	Foundations	Foundations	Foundations	Foundations
	Communication		Communication	Communication
	Project Checkpoint: Practice and Present pp. T11, T95		Speaking and Listening p. T120 Make Connections p. T121	Project Presentation pp. T11, T128
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Story* Revising III: Adding Dialogue p. W62	Story* Editing I: Grammar and Mechanics p. W63	Story Editing II: Peer Proofreading p. W64	Story* Publishing p. W65	Story Sharing p. W66
Grammar: Quotation Marks* p. W330	Grammar: Capitalizing and Punctuating Quotations* p. W331	Grammar: Commas in Quotations* p. W332	Grammar: Review Verb Tenses p. W273	Grammar: Connect to Writing: Using Quotations* p. W334

Grade 3 Module 4 Week 3 (Feb 12 - March 6)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 2: Monitor and Clarify
 - 14: Elements of Drama
 - 12: Literary Elements
 - 9: Theme
- Read and Respond Journal
 - *The Rockets* (Theme)
- 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: *Two Bear Cubs*
 - Generative Vocabulary: Latin Roots *aud, vis*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with *au, aw, al* and *o* (Session 331)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 12.1–12.3: Cause and Effect

Literacy Centers, pp. T94–T95

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 Story 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					