





P352X Grade 3 SA
HMH Into Reading
2025-26
Marking Period 4: March 9 - May 1 (7 weeks)

	Materials	Evidence of Student Learning	Assessments
Build Knowledge and Language 	Classroom word wall Big Idea Word Cards Anchor Charts Read Aloud Books	Student Work/ Portfolio Student reading logs Student myBook work	HMH Into Reading Weekly Assessments Module 6, Week 1: MARCH 25, 2026 Module 6, Week 2: APRIL 17, 2026 Module 6, Week 3: MAY 1, 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 6, Week 1: MARCH 25, 2026 Module 6, Week 2: APRIL 17, 2026 Module 6, Week 3: MAY 1, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Expository Essay	HMH Into Reading Weekly Assessments Module 6, Week 1: MARCH 25, 2026 Module 6, Week 2: APRIL 17, 2026 Module 6, Week 3: MAY 1, 2026 P352X Expository Essay 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 6

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on Weekly Assessments and Module Assessments (indicated with an asterisk *). 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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*Assessed on Weekly Assessment and/or Module Assessment
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Teacher's Guide = pp. T
Writing Workshop Teacher's Guide = pp. W

Grade 3 Module 6 Week 1 (March 9 - March 25)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Module Launch pp. T278–T279	Introduce Critical Vocabulary pp. T286–T287	Review Critical Vocabulary p. T294	Generative Vocabulary* pp. T300–T301 Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i>	Vocabulary Spiral Review p. T304–T305
		Vocabulary Strategy: Reference Sources: Thesaurus* p. T295	Spiral Review: Suffix <i>-ment</i>	
Reading	Reading	Reading	Reading	Reading
Text and Graphic Features* pp. T280–T281 <i>Frozen Alive</i> myBook pp. 14–15	Summarize pp. T288–T289 <i>This Is Your Life Cycle</i> myBook pp. 16–43	Author’s Purpose* pp. T296–T297 <i>This Is Your Life Cycle</i> myBook pp. 16–43	Text and Graphic Features* pp. T302–T303 <i>This Is Your Life Cycle</i> myBook pp. 16–43	Author’s Craft* pp. T306–T307 <i>This Is Your Life Cycle</i> myBook pp. 16–43
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. T290–T293		Project Checkpoint: Brainstorm and Research pp. T266, T275	Research and Media Literacy p. T308 Make Connections p. T309

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 Writing Workshop Teacher’s Guide = pp. W

Grade 3 Module 6 Week 1, continued (March 9 - March 25)				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay Introducing the Focal Text p. W84	Expository Essay The Read p. W85	Expository Essay Vocabulary p. W86	Expository Essay* Prewriting I: Preparing to Write p. W87	Expository Essay Prewriting II: Conducting Research p. W88
Grammar: Adjectives That Tell What Kind* p. W290	Grammar: Adjectives That Tell How Many* p. W291	Grammar: <i>This, That,</i> and Articles* p. W292	Grammar: Review Plural Nouns p. W248	Grammar: Connect to Writing: Using Adjectives and Articles* p. W294

Grade 3 Module 6 Week 1 (March 9 - March 25)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 20: Text and Graphic Features
 - 4: Retell/Summarize
 - 28: Author’s Purpose
 - 27: Author’s Craft
- Read and Respond Journal
 - *A World of Ice* (Author’s Craft)
- 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: *This Is Your Life Cycle*
 - Generative Vocabulary: Prefixes *uni-*, *bi-*, *tri-*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with *ar*, *or*, *ore*
(Session 336)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 16.1–16.3: Infer

Literacy Centers, pp. T274–T275

Grade 3 Module 6 Week 2 (March 26 - April 17)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T318–T319	Review Critical Vocabulary pp. T326	Introduce Critical Vocabulary pp. T330–T331	Review Critical Vocabulary p. T336	Generative Vocabulary* Prefix: <i>-un</i> pp. T340–T341
	Vocabulary Strategy: Reference Sources: Thesaurus* p. T199		Vocabulary Strategy: Reference Sources: Thesaurus* p. T337	Spiral Review: Latin Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i>
Reading	Reading	Reading	Reading	Reading
Ask and Answer Questions pp. T320–T321 <i>The Nose Awards</i> myBook pp.46–53	Central Idea* pp. T328–T329 <i>The Nose Awards</i> myBook pp.46–54	Ask and Answer Questions pp. T332–T333 <i>Octopus Escapes Again</i> myBook pp. 56–71	Figurative Language* pp. T338–T339 <i>Octopus Escapes Again</i> myBook pp. 56–71	Text and Graphic Features* pp. T342–T343 <i>Octopus Escapes Again</i> myBook pp. 56–71
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Fundations: Choose the Level appropriate for your students and teach the lessons in order. Teach one Lesson (30-45 minutes) every day. Each Fundations lesson should consist of 3-5 activities that are rotated daily.	Fundations	Fundations	Fundations	Fundations
	Communication		Communication	Communication
	Project Checkpoint: Write and Create pp. T267, T315		Project Checkpoint: Write and Create pp. T267, T315	Speaking and Listening p. T344 Make Connections p. T345
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay* Drafting I: Beginning the Draft p. W89	Expository Essay Drafting II: Elements of Expository Writing p. W90	Expository Essay Drafting III: Completing the Draft p. W91	Expository Essay* Revising I: Integrating Grammar p. W92	Expository Essay Revising II: Conferencing p. W93
Grammar: Adding <i>-er</i> , <i>-ier</i> , and More p. W295	Grammar: One-Syllable Adjectives that Compare* p. W296	Grammar: Comparing More than Two Nouns* p. W297	Grammar: Review Spelling p. W348	Grammar: Connect to Writing: Using Adjectives that Compare* p. W224

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Writing Workshop Teacher’s Guide = pp. W

Grade 3 Module 6 Week 2 (March 26 - April 17)	
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"> ○ 1: Ask and Answer Questions ○ 17: Central Idea ○ 26: Figurative Language ○ 20: Text and Graphic Features ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Mammoths Long Ago and Today</i> (Central Idea) ● 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 Nose Awards</i> ○ Critical Vocabulary: <i>Octopus Escapes Again</i> ○ Generative Vocabulary: Prefix <i>-un</i> <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: Words with <i>er, ir, or</i> (Session 337) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 17.1–17.3: Analyze <p>Literacy Centers, pp. T314–T315</p>

Grade 3 Module 6 Week 3 (April 20 - May 1)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
Introduce Critical Vocabulary pp. T354–T355	Review Critical Vocabulary pp. T362	Generative Vocabulary: Suffix <i>-ly</i> *	Vocabulary Spiral Review pp. T372–T373	Module Wrap-Up p. T378–T379
	Vocabulary Strategy: Homographs/Homophones p. T363	Spiral Review: Prefix <i>un-</i> pp. T366–T367		
Reading	Reading	Reading	Reading	Reading
Monitor and Clarify pp. T356–T357 <i>T.J. the Siberian Tiger Club</i> myBook pp. 74–87	Text Structure* pp. T364–T365 <i>T.J. the Siberian Tiger Club</i> myBook pp. 74–86	Text and Graphic Features* pp. T368–T369 <i>T.J. the Siberian Tiger Club</i> myBook pp. 74–86	Central Idea* pp. T374–T375 <i>T.J. the Siberian Tiger Club</i> myBook pp. 74–86	Performance Task: Expository Essay pp. T380–T383
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Fundations: Choose the Level appropriate for your students and teach the lessons in order. Teach one Lesson (30-45 minutes) every day. Each Fundations lesson should consist of 3-5 activities that are rotated daily.	Fundations	Fundations	Fundations	Fundations
	Communication		Communication	Communication
	Project Checkpoint: Practice and Present pp. T267, T351		Speaking and Listening p. T376 Make Connections p. T377	Project Presentation pp. T267, T384
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay* Revising III: Sentence Variety p. W94	Expository Essay* Editing I: Spelling and Mechanics p. W95	Expository Essay Editing II: Peer Proofreading p. W96	Expository Essay* Publishing p. W97	Expository Essay Sharing p. W98
Grammar: The Verb <i>Be</i> * p. W280	Grammar: Helping Verbs* p. W281	Grammar: Using the Verbs <i>Be</i> and <i>Have</i> * p. W282	Grammar: Review Abstract Nouns p. W243	Grammar: Connect to Writing: Using the verb <i>Be</i> and Helping Verbs* p. W284

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Grade 3 Module 6 Week 3 (April 20 - May 1)	
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"> ○ 2: Monitor and Clarify ○ 18: Text Structure ○ 20: Text and Graphic Features ○ 17: Central Idea ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Dogs that Help</i> (Central Idea, Text Structure, Text and Graphic Features) ● 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>T.J. the Siberian Tiger Cub</i> ○ Generative Vocabulary: Suffixes <i>-ly</i>* <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: Words with <i>air, ear, are, ere, eer</i> (Session 339) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 18.1–18.3: Cause and Effect <p>Literacy Centers, pp. T350–T351</p>

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 Expository Essay 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					