





P352X Grade 3 SA
HMH Into Reading
2025-26
Marking Period 5: May 4 - June 26 (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 8, Week 1: MAY 19, 2026 Module 8, Week 2: JUNE 10, 2026 Module 8, Week 3: JUNE 26, 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 8, Week 1: MAY 19, 2026 Module 8, Week 2: JUNE 10, 2026 Module 8, Week 3: JUNE 26, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Research Report	HMH Into Reading Weekly Assessments Module 8, Week 1: MAY 19, 2026 Module 8, Week 2: JUNE 10, 2026 Module 8, Week 3: JUNE 26, 2026 P352X Research Report 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 8

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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Grade 3 Module 8 Week 1 (May 4 - May 19)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Module Launch pp. T150–T151	Introduce Critical Vocabulary pp. T158–T159	Review Critical Vocabulary p. T166	Generative Vocabulary* pp. T172–T173 Greek Root <i>graph</i> and Suffix <i>-logy</i>	Vocabulary Spiral Review p. T176–T177
		Vocabulary Strategy: Reference Sources: Dictionary/Glossary* p. T167	Spiral Review: Compound Words	
Reading	Reading	Reading	Reading	Reading
Text and Graphic Features* pp. T152–T151 <i>A Century of Amazing Inventions</i> myBook pp. 190–191	Make Inferences pp. T160–T161 <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> myBook pp. 192–217	Text Structure* pp. T168–T169 <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> myBook pp. 192–217	Central Idea* pp. T174–T175 <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> myBook pp. 192–217	Text and Graphic Features* pp. T178–T179 <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> myBook pp. 192–217
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. T162–T165		Project Checkpoint: Brainstorm and Research pp. T138, T147	Speaking and Listening p. T180 Make Connections p. T181

*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 8 Week 1, continued (May 4 - May 19)				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Report Priming the Students pp. W118	Research Report Priming the Text p. W119	Research Report The Read p. W120	Research Report Vocabulary p. W121	Research Report* Prewriting I: Preparing to Write p. W122
Grammar: Adjectives that Compare* p. W310	Grammar: Adverbs the Compare* p. W311	Grammar: Using Adjectives and Adverbs W312	Grammar: Review Adjectives and Articles p.W293	Grammar: Using Adjectives and Adverbs that Compare* p.W314

Grade 3 Module 8 Week 1 (May 4 - May 19)	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 20: Text and Graphic Features ○ 7: Make Inferences ○ 18: Text Structure ○ 17: Central Idea ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>The Boy Who Made the TV</i> (Make Inferences) ● Rigby Readers/Take & Teach Lessons <ul style="list-style-type: none"> ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level 	Practice and Reinforce Vocabulary <ul style="list-style-type: none"> ● Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Critical Vocabulary: <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> ○ Generative Vocabulary: Greek Root <i>graph</i> Suffix <i>-logy</i> Practice and Reinforce Foundational Skills <ul style="list-style-type: none"> ● Blending Board Support English Language Development <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 22.1–22.3: Compare and Contrast Literacy Centers, pp. T146–T147

Grade 3 Module 8 Week 2 (May 20 - June 10)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T190–T191	Review Critical Vocabulary pp. T198	Introduce Critical Vocabulary pp. T202–T203	Review Critical Vocabulary p. T208	Generative Vocabulary* Prefix: <i>ex-</i> pp. T212–T213
	Vocabulary Strategy: Reference Sources : Dictionary/Glossary* p. T199		Vocabulary Strategy: Reference Sources : Dictionary/Glossary* p. T209	Spiral Review: Greek Root <i>graph</i> Suffix <i>-ion</i>
Reading	Reading	Reading	Reading	Reading
Make and Confirm Predictions pp. T192–T193 <i>A Bumpy Ride</i> myBook pp.220–231	Author’s Purpose* pp. T200–T201 <i>A Bumpy Ride</i> myBook pp.220–231	Make and Confirm Predictions pp. T204–T205 <i>Rosie Revere, Engineer</i> myBook pp. 234–249	Literary Elements* pp. T210–T211 <i>Rosie Revere, Engineer</i> myBook pp. 234–249	Figurative Language* pp. T214–T215 <i>Rosie Revere, Engineer</i> myBook pp. 234–249
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. T139, T187		Project Checkpoint: Write and Create pp. T139, T187	Speaking and Listening p. T216 Make Connections p. T217
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Project* Prewriting II: Choosing a Topic p. W123	Research Project Prewriting III: Conducting Research p. W124	Research Project* Drafting I: Beginning the Draft p. W125	Research Report Drafting II: Elements of Research Reports p. W126	Research Report Drafting III: Completing the Research p. W127
Grammar: Singular Possessive Nouns* p. W250	Grammar: Plural Possessive Nouns* p. W251	Grammar: Using Possessive Pronouns* p. W252	Grammar: Review the Verb <i>Be</i> and Helping Verbs p. W283	Grammar: Using Possessive Nouns and Pronouns* p. W254

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

Grade 3 Module 8 Week 2 (May 20 - June 10)	
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"> ○ 5: Make and Confirm Predictions ○ 28: Author’s Purpose ○ 12: Literary Elements ○ 26: Figurative Language ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Anansi’s Bad Hair Day</i> (Make and Confirm Predictions; Literary Elements) ● 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>A Bumpy Ride</i> ○ Critical Vocabulary: <i>Rosie Revere, Engineer</i> ○ Generative Vocabulary : Prefix: <i>ex-</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"> ○ Decoding: Prefixes <i>re-, un-, dis-</i> (Session 381) ○ Phonics: Suffixes <i>-less, -ness, -able</i> (Session 349) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development 23.1–23.3: Solve Problems <p>Literacy Centers, pp. T186–T187</p>

Grade 3 Module 8 Week 3 (June 11 - June 26)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
Introduce Critical Vocabulary pp. T226–T227	Review Critical Vocabulary pp. T234	Generative Vocabulary: Latin Root <i>vis, mem, and cent</i> * pp. T110–T111 Spiral Review: Prefix ex–	Vocabulary Spiral Review pp. T244–T245	Module Wrap-Up p. T250–T251
	Vocabulary Strategy: Analogies p. T235			
Reading	Reading	Reading	Reading	Reading
Summarize pp. T228–T229 <i>Edison’s Best Invention</i> myBook pp. 162–179	Identify Claim* pp. T236–T237 <i>Edison’s Best Invention</i> myBook pp. 162–179	Ideas and Support* pp. T240–T241 <i>Edison’s Best Invention</i> myBook pp. 162–179	Text and Graphic Features* pp. T246–T247 <i>Edison’s Best Invention</i> myBook pp. 162–179	Performance Task: Opinion Essay pp. T252–T255
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.	Fundations	Fundations	Fundations	Fundations
	Communication		Communication	Communication
	Project Checkpoint: Practice and Present pp. T139, T223		Research and Media Literacy p. T248 Make Connections p. T249	Project Presentation pp. T139, T256

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

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Report* Revising I: Sentence Structure p. W128	Research Report Revising II: Conferencing p. W129	Research Report* Editing: Peer Proofreading p. W130	Research Report* Publishing p. W131	Research Report Sharing p. W132
Grammar: Complex Sentences* p. W225	Grammar: Subordinating Conjunctions* p. W226	Grammar: Forming Complex Sentences* p. W227	Grammar: Review Adverbs p. W303	Grammar: Using Adverbs Complex Sentences* p. W229

Grade 3 Module 8 Week 3 (June 11 - June 26)	
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"> ○ 4: Summarize ○ 23: Identify Claim ○ 21: Ideas and Support ○ 20: Text and Graphic Features ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Ski Patrol</i> (Identify Claim) ● 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>Edison's Best Invention</i> ○ Generative Vocabulary: Latin Root <i>vis, mem, and cent</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: Changing <i>y</i> to <i>i</i> (Session 278) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 24.1–24.3: Persuade <p>Literacy Centers, pp. T222–T223</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 Research Report 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					