


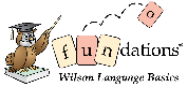




P352X Grade 4 SA
HMH Into Reading
2025-26

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

Grade 4 - Module 3

	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 3, Week 1: DEC. 2, 2025 Module 3, Week 2: DEC. 16, 2025 Module 3, 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 3, Week 1: DEC. 2, 2025 Module 3, Week 2: DEC. 16, 2025 Module 3, 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 3, Week 1: DEC. 2, 2025 Module 3, Week 2: DEC. 16, 2025 Module 3, Week 3: JAN 9, 2026 P352X Opinion 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

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
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Editable Weekly Plan: Grade 4 Module 3

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 4 Module 3 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. T278–T279	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. T286–T287	Review Critical Vocabulary p. T294	Generative Vocabulary* pp. T300–T301 <i>Suffixes -ful, -ous, -less</i>	Vocabulary Spiral Review p. T304–T305
		Vocabulary Strategy: Synonyms and Antonyms* p. T295	Spiral Review: Suffixes -y, -ly	
Reading	Reading	Reading	Reading	Reading
Identify Claim pp. T280–T281 <i>Never Give Up!</i> myBook pp. 164–165	Synthesize pp. T288–T289 <i>Rent Party Jazz</i> myBook pp. 166–180	Author’s Craft* pp. T296–T297 <i>Rent Party Jazz</i> myBook pp. 166–180	Plot* pp. T302–T303 <i>Rent Party Jazz</i> myBook pp. 166–180	Theme* pp. T306–T307 <i>Rent Party Jazz</i> myBook pp. 166–180
	Communication		Communication	Communication
	Listening Comprehension pp. T290–T293		Project Checkpoint: Brainstorm and Research pp. T266, T275	Speaking and Listening p. T308 Make Connections p. T309
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Opinion Essay Introducing the Focal Text p. W36–W38	Opinion Essay Vocabulary p. W39	Opinion Essay Prewriting I: Preparing to Write p. W40	Opinion Essay Prewriting II: Choosing Support* p. W41	Opinion Essay Drafting I: Beginning the Draft p. W42
Grammar: Past, Present, and Future Tenses* p. W271	Grammar: Helping Verbs and Past Participles p. W272	Grammar: Consistent Use of Tenses* p. W273	Grammar: Review Verbs p. W269	Grammar: Connect to Writing: Using Verb Tenses Correctly* p. W275

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Grade 4 Module 3 Week 1 (November 17 - December 2)	
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"> ○ 23: Identify Claim ○ 8: Synthesize ○ 27: Author’s Craft ○ 10: Plot ○ 9: Theme ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Thought for the Day</i> (Plot, Theme) ● 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>Rent Party Jazz</i> ○ Generative Vocabulary: Suffixes <i>-ful, -ous, -less</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>oo, ew, ue, ou</i> (Session 300) ○ Phonics: Words with <i>oo</i> (as in book) (Session 302) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 7.1–7.3: Predict <p>Literacy Centers, pp. T274–T275</p>

Grade 4 Module 3 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
Introduce Critical Vocabulary pp. T318–T319	Review Critical Vocabulary pp. T326	Introduce Critical Vocabulary pp. T330–T331	Review Critical Vocabulary p. T336	Generative Vocabulary* Latin Roots <i>vis, aud, spec</i> p. T340–T341
	Vocabulary Strategy: Synonyms and Antonyms* p. T327		Vocabulary Strategy: Synonyms and Antonyms* p. T337	Spiral Review: Suffixes
Reading	Reading	Reading	Reading	Reading
Visualize pp. T320–T321 <i>Hurricanes: A Force of Nature</i> myBook pp. 184–190	Point of View* pp. T328–T329 <i>Hurricanes: A Force of Nature</i> myBook pp. 184–190	Visualize pp. T332–T333 <i>Catch Me if You Can</i> myBook pp. 194–204	Elements of Drama* pp. T338–T339 <i>Catch Me if You Can</i> myBook pp. 194–204	Idioms, Adages, and Proverbs* pp. T342–T343 <i>Catch Me if You Can</i> myBook pp. 194–204
	Communication		Communication	Communication
	Project Checkpoint: Write and Create pp. T266, T315		Project Checkpoint: Write and Create pp. T267, T315	Research and Media Literacy p. T344 Make Connections p. T345
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Opinion Essay Drafting II: Integrating Persuasive Language* p. W43	Opinion Essay Drafting III: Completing the Draft p. W44	Opinion Essay Revising I: Punctuation for Effect p. W45	Opinion Essay Revising II: Conferencing p. W46	Opinion Essay Revising III: Adding Strong Support* p. W47
Grammar: Present Progressive Verb Tense* p. W276	Grammar: Past Progressive Verb Tense* p. W277	Grammar: Future Progressive Verb Tense* p. W278	Grammar: Review Verb Tenses p. W274	Grammar: Connect to Writing: Using Compound and Complex Sentences p. W235

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Grade 4 Module 3 Week 2 (December 3 - December 16)	
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"> ○ 6: Visualize ○ 19: Point of View (Informational) ○ 14: Elements of Drama ○ 26: Idioms, Adages, Proverbs ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Concert for a Cause</i> (Elements of a Drama, Visualize) ● 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>Hurricanes: A Forces of Nature</i> ○ Critical Vocabulary: <i>Catch me if You Can</i> ○ Generative Vocabulary: Latin Roots <i>vis, aud, spec</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 Diphthongs <i>ow, ou</i> (Session 305) ○ Phonics: Words with <i>au, aw, al, and o</i> (Session 331) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 8.1–8.3: Analyze <p>Literacy Centers, pp. T314–T315</p>

Grade 4 Module 3 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. T354–T355</p>	<p>Review Critical Vocabulary pp. T362</p>	<p>Generative Vocabulary: Prefixes over-, under-* pp. T366–T367</p>	<p>Vocabulary Spiral Review pp. T372–T373</p>	<p>Module Wrap-Up p. T378–T379</p>
	<p>Vocabulary Strategy: Multiple-Meaning Words p. T363</p>			
Reading	Reading	Reading	Reading	Reading
<p>Make and Confirm Predictions pp. T356–T357 <i>My Diary from Here to There</i> myBook pp. 208–222</p>	<p>Literary Elements* pp. T364–T365 <i>My Diary from Here to There</i> myBook pp. 208–222</p>	<p>Point of View* pp. T368–T369 <i>My Diary from Here to There</i> myBook pp. 208–222</p>	<p>Author’s Craft* pp. T374–T375 <i>My Diary from Here to There</i> myBook pp. 208–222</p>	<p>Performance Task: Write an Opinion Essay pp. T380–T381</p>
	Communication		Communication	Communication
	<p>Project Checkpoint: Practice and Present pp. T267, 351</p>		<p>Speaking and Listening p. T376 Make Connections p. T377</p>	<p>Project Presentation pp. T267, T384</p>
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<p>Opinion Essay Revising IV: Using Transitions p. W48</p>	<p>Opinion Essay Editing I: Mechanics and Spelling p. W49</p>	<p>Opinion Essay Editing II: Peer Proofreading p. W50</p>	<p>Opinion Essay Publishing p. W51</p>	<p>Opinion Essay Sharing p. W52</p>
<p>Grammar: Compound Sentences* p. W231</p>	<p>Grammar: Complex Sentences* p. W232</p>	<p>Grammar: Commas in Compound Sentences* p. W233</p>	<p>Grammar: Review Possessive Nouns p. W244</p>	<p>Grammar: Connect to Writing: Using Compound and Complex Sentences* p. W235</p>

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Grade 4 Module 3 Week 3 (December 17 - January 9)	
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 ○ 12: Literary Elements ○ 15: Point of View (Literary) ○ 27: Author’s Craft ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Summer in the City</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>My Diary from Here to There</i> ○ Generative Vocabulary: Prefixes <i>over-</i>, <i>under-</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: Word 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"> ○ 9.1–9.3: Justify <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 Opinion Essay Rubric (Grade 4)

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					

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