







P352X Grade 4 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 5, Week 1: JAN. 27, 2026 Module 5, Week 2: FEB. 11, 2026 Module 5, 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 5, Week 1: JAN. 27, 2026 Module 5, Week 2: FEB. 11, 2026 Module 5, Week 3: MARCH 6, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Expository Essay	HMH Into Reading Weekly Assessments Module 5, Week 1: JAN. 27, 2026 Module 5, Week 2: FEB. 11, 2026 Module 5, Week 3: MARCH 6, 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 4 Module 5

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 5 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. T150–T151	Introduce Critical Vocabulary pp. T158–T159	Review Critical Vocabulary p. T166	Generative Vocabulary* pp. T172–T173 Suffixes <i>-ity, -ty</i>	Vocabulary Spiral Review p. T176–T177
		Vocabulary Strategy: Shades of Meaning* p. T167	Spiral Review: Suffixes <i>-en, -ic</i>	
Reading	Reading	Reading	Reading	Reading
Ideas and Support* pp. T152–T153 <i>Why Art Centers Matter</i> myBook pp. 306–307	Ask and Answer Questions pp. T160–T161 <i>The Beatles Were Fab (and They Were Funny)</i> myBook pp. 308–328	Ideas and Support* pp. T168–T169 <i>The Beatles Were Fab (and They Were Funny)</i> myBook pp. 308–328	Text Structure* pp. T174–T175 <i>The Beatles Were Fab (and They Were Funny)</i> myBook pp. 308–328	Figurative Language* pp. T178–T179 <i>The Beatles Were Fab (and They Were Funny)</i> myBook pp. 308–328
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	Research and Media Literacy p. T180 Make Connections p. T181
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay Introducing the Focal Text p. W72–W74	Expository Essay Vocabulary p. W75	Expository Essay Prewriting I: Preparing to Write p. W76	Expository Essay Prewriting II: Crafting a Central Idea p. W77	Expository Essay Prewriting III: Organizing Events p. W78
Grammar: <i>May, Might, Can, and Could</i> p. W281	Grammar: <i>Would, Should, and Must</i> p. W282	Grammar: Using Modal Auxiliaries* p. W283	Grammar: Review Pronouns p. W249	Grammar: Connect to Writing: Using Modal Auxiliaries* p. W285

*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 4 Module 5 Week 1 (Jan 12 - Jan 27)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 25: Figurative Language
 - 21: Ideas and Support
 - 18: Text Structure
 - 1: Ask and Answer Questions
- Read and Respond Journal
 - *Gwendolyn Brooks* (Ideas and Support)
- 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: *The Beatles Were Fab (and They Were Funny)*
 - Generative Vocabulary: Suffixes *-ity, -ty*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Base Words and Inflections *-ed, -ing, -er, -est, -es* (Session 223)
 - Phonics: Spelling Changes with *-s, -es, -ed, -ing* (Session 346)
 - Phonics: Prefixes *im-, in-* (Session 358)
 - Phonics: Regular and Irregular Plurals (Session 347)
 - Decoding: Base Words with Inflectional Endings *-ed, -es, -ing* (Session 374)
 - Decoding: Prefixes *re-, un-, dis-* (Session 381)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 13.1–13.3: Agree and Disagree

Literacy Centers, pp. T146–T147

Grade 4 Module 5 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. T190–T191	Review Critical Vocabulary pp. T198	Introduce Critical Vocabulary pp. T202–T203	Review Critical Vocabulary p. T208	Generative Vocabulary* Suffixes <i>-er, -or, -ist</i> p. T84–T85
	Vocabulary Strategy: Shades of Meaning* p. T199		Vocabulary Strategy: Shades of Meaning* p. T209	Spiral Review: Suffixes <i>-ity, -ty</i>
Reading	Reading	Reading	Reading	Reading
Monitor and Clarify pp. T192–T193 <i>How Can Photos Take Us Back in Time?</i> myBook pp. 334–336	Central Idea* pp. T200–T201 <i>How Can Photos Take Us Back in Time?</i> myBook pp. 334–336	Monitor and Clarify pp. T204–T205 <i>Let's Dance Around the World</i> myBook pp. 338–344	Text Structure* pp. T210–T211 <i>Let's Dance Around the World</i> myBook pp. 338–344	Text and Graphic Features* pp. T214–T215 <i>Let's Dance Around the World</i> myBook pp. 338–344
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
Expository Essay Drafting I: Beginning the Draft p. W79	Expository Essay Drafting II: Integrating Expository Features p. W80	Expository Essay Drafting III: Completing the Draft p. W81	Expository Essay Revising I: Connecting Ideas p. W82	Expository Essay Revising II: Conferencing p. W83
Grammar: Present Participles* p. W291	Grammar: Past Participles* p. W292	Grammar: Participle Phrases* p. W293	Grammar: Review Correct Pronouns p. W259	Grammar: Connect to Writing: Using Participles* p. W295

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Grade 4 Module 5 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"> ○ 2: Monitor and Clarify ○ 16: Text and Graphic Features (Literary) ○ 20: Text and Graphic Features (Informational) ○ 18: Text Structure ○ 17: Central Idea ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Earth on the Move</i> (Text Structure) ● 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>How Can Photos Take Us Back in Time?</i> ○ Critical Vocabulary: <i>Let's Dance Around the World</i> ○ Generative Vocabulary: Suffixes <i>-er, -or, -ist</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: Unusual Spellings for Vowel Sounds (Session 394) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 14.1–14.3: Classify <p>Literacy Centers, pp. T186–T187</p>

Grade 4 Module 5 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. T226–T227	Review Critical Vocabulary pp. T234 Vocabulary Strategy: Homographs and Homophones p. T235	Generative Vocabulary: Prefixes <i>un-</i> , <i>in-</i> * pp. T238–T239	Vocabulary Spiral Review pp. T244–T245	Module Wrap-Up p. T250–T251
Reading	Reading	Reading	Reading	Reading
Visualize pp. T228–T229 <i>The Art of Poetry</i> myBook pp. 348–360	Elements of Poetry * pp. T236–T237 <i>The Art of Poetry</i> myBook pp. 348–360	Figurative Language* pp. T240–T241 <i>The Art of Poetry</i> myBook pp. 348–360	Theme* pp. T246–T247 <i>The Art of Poetry</i> myBook pp. 348–360	Performance Task: Write an 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.	Foundations	Foundations	Foundations	Foundations
	Communication		Communication	Communication
	Project Checkpoint: Practice and Present pp. T139, T223		Speaking and Listening p. T248 Make Connections p. T249	Project Presentation pp. T139, T256
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay Revising III: Combining Sentences p. W84	Expository Essay Editing I: Mechanics and Spelling p. W85	Expository Essay Editing II: Peer Proofreading p. W86	Expository Essay Publishing p. W87	Expository Essay Sharing p. W88
Grammar: Irregular Verbs* p. W286	Grammar: The Verb <i>Be</i> * p. W287	Grammar: Helping Verbs p. W288	Grammar: Review Punctuation p. W339	Grammar: Connect to Writing: Using Irregular Verbs* p. W290

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Grade 4 Module 5 Week 3 (Feb 12 - March 6)	
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 ○ 13: Elements of Poetry ○ 9: Theme ○ 25: Figurative Language ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>The Travels of Odysseus</i> (Visualize, 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>The Art of Poetry</i> ○ Generative Vocabulary: Prefixes <i>un-</i>, <i>in-</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: Spelling Changes with <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i> <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 15.1–15.3: Classify <p style="text-align: right;">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 Expository 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					