





P352X Grade 4 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 7, Week 1: MARCH 25, 2026 Module 7, Week 2: APRIL 17, 2026 Module 7, 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 7, Week 1: MARCH 25, 2026 Module 7, Week 2: APRIL 17, 2026 Module 7, Week 3: MAY 1, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Imaginative Story	HMH Into Reading Weekly Assessments Module 7, Week 1: MARCH 25, 2026 Module 7, Week 2: APRIL 17, 2026 Module 7, Week 3: MAY 1, 2026 P352X Imaginative 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 4 Module 7

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 4 Module 7 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. T22–T23	Introduce Critical Vocabulary pp. T30–T31	Review Critical Vocabulary p. T38	Generative Vocabulary pp. T44–T45 Suffix <i>-ion</i> *	Vocabulary Spiral Review p. T48–T49
		Vocabulary Strategy: Analogies* p. T39	Spiral Review: Prefix <i>inter-</i>	
Reading	Reading	Reading	Reading	Reading
Central Idea pp. T24–T25 <i>A Tale of Traditional Tales</i> myBook pp. 78–79	Retell pp. T32–T33 <i>Thunder Rose</i> myBook pp. 80–96	Figurative Language* pp. T40–T41 <i>Thunder Rose</i> myBook pp. 80–96	Characters* pp. T46–T47 <i>Thunder Rose</i> myBook pp. 80–96	Adages and Proverbs* pp. T50–T51 <i>Thunder Rose</i> myBook pp. 80–96
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	
	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
Imaginative Story Introducing the Focal Text p. W108–W110	Imaginative Story Vocabulary p. W111	Imaginative Story Prewriting I: Preparing to Write p. W112	Imaginative Story Prewriting II: Types of Imaginative Literature p. W113	Imaginative Story Prewriting III: Plotting Events p. W114
Grammar: Clauses p. W306	Grammar: Relative Pronouns* p. W307	Grammar: Relative Adverbs* p. W308	Grammar: Review Prepositions and Prepositional Phrases p. W324	Grammar: Connect to Writing: Using Relative Pronouns and Adverbs* p. W310

*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 7 Week 1 (March 9 - March 25)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 17: Central Idea
 - 3: Retell
 - 25: Figurative Language
 - 11: Characters
 - 26: Idioms, Adages, and Proverbs
- Read and Respond Journal
 - *A Cool Cat* (Characters, Figurative Language, Idioms, Adages, and Proverbs)
- 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: *Thunder Rose*
 - Generative Vocabulary: Suffix *-ion*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Decoding: Suffixes *-ful, -less, -ness, -ment* (Session 382)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 19.1–19.3: Infer

Literacy Centers, pp. T18–T19

Grade 4 Module 7 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. T62–T63	Review Critical Vocabulary pp. T70	Introduce Critical Vocabulary pp. T74–T75	Review Critical Vocabulary p. T80	Generative Vocabulary Prefixes <i>mis-</i> , <i>pre-</i> , <i>dis-</i> * p. T84–T85
	Vocabulary Strategy: Analogies* p. T71		Vocabulary Strategy: Analogies* p. T81	Spiral Review: Suffix <i>-ion</i>
Reading	Reading	Reading	Reading	Reading
Make and Confirm Predictions pp. T64–T65 <i>In the Days of King Adobe</i> myBook pp. 100–108	Theme* pp. T72–T73 <i>In the Days of King Adobe</i> myBook pp. 100–108	Make and Confirm Predictions pp. T76–T77 <i>A Pair of Tricksters</i> myBook pp. 112–118	Figurative Language* pp. T82–T83 <i>A Pair of Tricksters</i> myBook pp. 112–118	Characters* pp. T86–T87 <i>A Pair of Tricksters</i> myBook pp. 112–118
Foundational Skills	Communication	Foundational Skills	Communication	Communication
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.	Project Checkpoint: Write and Create pp. T11, T59	Foundations	Project Checkpoint: Write and Create pp. T11, T59	Speaking and Listening p. T88 Make Connections p. T89
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story Drafting I: Beginning the Draft p. W115	Imaginative Story Drafting II: Integrating Narrative Elements p. W116	Imaginative Story Drafting III: Completing the Draft p. W117	Imaginative Story Revising I: Organizing Events p. W118	Imaginative Story Revising II: Conferencing p. W119
Grammar: Abbreviations for People and Places* p. W356	Grammar: Abbreviations Mailing Addresses* p. W357	Grammar: Abbreviations for Time and Measurement* p. W358	Grammar: Review Irregular Verbs p. W289	Grammar: Connect to Writing: Using Abbreviations* p. W360

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

Grade 4 Module 7 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"> ○ 5: Make and Confirm Predictions ○ 9: Theme ○ 25: Figurative Language ○ 11: Character ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Babe's Vacation</i> (Characters, 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>In the Days of King Adobe</i> ○ Critical Vocabulary: <i>A Pair of Tricksters</i> ○ Generative Vocabulary: Prefixes <i>mis-</i>, <i>pre-</i>, <i>dis-</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: Words with VCCV Syllable Pattern <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 20.1–20.3: Predict <p>Literacy Centers, pp. T58–T59</p>

Grade 4 Module 7 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. T98–T99	Review Critical Vocabulary pp. T106 Vocabulary Strategy: Reference Sources p. T107	Generative Vocabulary: Suffixes <i>-ity, -ty</i> * pp. T110–T111	Vocabulary Spiral Review pp. T116–T117	Module Wrap-Up p. T122–T123
Reading	Reading	Reading	Reading	Reading
Synthesize pp. T100–T101 <i>Ten Suns: A Chinese Legend</i> and <i>The Ten Suns</i> myBook pp. 122–138	Text and Graphic Features* pp. T108–T109 <i>Ten Suns: A Chinese Legend</i> and <i>The Ten Suns</i> myBook pp. 122–138	Media Techniques pp. T112–T113 <i>Ten Suns: A Chinese Legend</i> and <i>The Ten Suns</i> myBook pp. 122–138	Literary Elements* pp. T118–T119 <i>Ten Suns: A Chinese Legend</i> and <i>The Ten Suns</i> myBook pp. 122–138	Performance Task: Write an Expository Essay pp. T124–T127
Foundational Skills	Communication	Foundational Skills	Communication	Communication
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.	Project Checkpoint: Practice and Present pp. T11, T95	Foundations	Research and Media Literacy p. T120 Make Connections p. T121	Project Presentation pp. T11, T128
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story Revising III: Descriptive Language p. W120	Imaginative Story Revising IV: Integrating Strong Verbs p. W121	Imaginative Story Editing I: Peer Proofreading p. W122	Imaginative Story Publishing p. W123	Imaginative Story Sharing p. W124
Grammar: Comparative Forms of Adjectives* p. W311	Grammar: Superlative Forms of Adjectives* p. W312	Grammar: Comparative and Superlative Forms of Adverbs* p. W313	Grammar: Review Abbreviations p. W359	Grammar: Connect to Writing: Using Comparative and Superlative Forms of Adjectives and Adverbs* p. W315

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

Grade 4 Module 7 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"> ○ 8: Synthesize ○ 16: Text and Graphic Features (Literary) ○ 29: Media Techniques ○ 12: Literary Elements ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Exploring Redwood Park</i> (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>Ten Suns: A Chinese Legend and The Ten Suns</i> ○ Generative Vocabulary: Suffixes <i>-ity, -ty</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: VCCV Syllable Pattern (Session 363) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 21.1–21.3: Synthesize <p style="text-align: right;">Literacy Centers, pp. T94–T95</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 Imaginative Story 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					