





P352X Grade 4 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 9, Week 1: MAY 19, 2026 Module 9, Week 2: JUNE 10, 2026 Module 9, 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 9, Week 1: MAY 19, 2026 Module 9, Week 2: JUNE 10, 2026 Module 9, 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 9, Week 1: MAY 19, 2026 Module 9, Week 2: JUNE 10, 2026 Module 9, 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 4 Module 9

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 9 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. T278–T279	Introduce Critical Vocabulary pp. T286–T287	Review Critical Vocabulary p. T294	Generative Vocabulary pp. T300–T301 Suffixes <i>-able, -ible</i> *	Vocabulary Spiral Review p. T304–T305
		Vocabulary Strategy: Synonyms and Antonyms* p. T295		
Reading	Reading	Reading	Reading	Reading
Ideas and Support pp. T280–T281 <i>The Eco Guardians!</i> myBook pp. 202–203	Make Inferences pp. T288–T289 <i>Luz Sees the Light</i> myBook pp. 204–234	Text and Graphic Features* pp. T296–T297 <i>Luz Sees the Light</i> myBook pp. 204–234	Theme* pp. T302–T303 <i>Luz Sees the Light</i> myBook pp. 204–234	Idioms* pp. T306–T307 <i>Luz Sees the Light</i> myBook pp. 204–234
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
	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
Research Report Introducing the Focal Text p. W144–W1146	Research Report Vocabulary p. W147	Research Report Prewriting I: Preparing to Write p. W148	Research Report Prewriting II: Choosing Sources p. W149	Research Report Prewriting III: Evaluating Sources p. W150
Grammar: Capitalization and Writing Titles p. W346	Grammar: End Punctuation p. W347	Grammar: Commas Before Coordinating Conjunctions p. W348	Grammar: Review Commas p. W344	Grammar: Connect to Writing: Using Proper Mechanics* p. W350

*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 9 Week 1 (May 4 - May 19)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 21: Ideas and Support
 - 7: Make Inferences
 - 16: Text and Graphic Features (Literary)
 - 20: Text and Graphic Features (Informational)
 - 9: Theme
 - 26: Idiom, Adages, and Proverbs
- Read and Respond Journal
 - *Where Have All the Frogs Gone?* (Make Inferences)
- 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: *Luz Sees the Light*
 - Generative Vocabulary: Suffixes *-able, -ible*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Decoding: VV Syllable Division Pattern (Session 389)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 25.1–25.3: Solve Problems

Literacy Centers, pp. T274–T275

Grade 4 Module 9 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. T318–T319	Review Critical Vocabulary pp. T326	Introduce Critical Vocabulary pp. T330–T331	Review Critical Vocabulary p. T336	Generative Vocabulary* Suffixes <i>-ful, -ous, -less</i> p. T340–T341
	Vocabulary Strategy: Synonyms and Antonyms* p. T327		Vocabulary Strategy: Synonyms and Antonyms* p. T337	Spiral Review: Suffixes <i>-able, -ible</i>
Reading	Reading	Reading	Reading	Reading
Retell pp. T320–T321 <i>On Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle</i> myBook pp. 238–248	Figurative Language* pp. T328–T329 <i>On Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle</i> myBook pp. 238–248	Summarize* pp. T332–T333 <i>How Can We Reduce Household Waste?</i> myBook pp. 252–268	Text and Graphic Features* pp. T338–T339 <i>How Can We Reduce Household Waste?</i> myBook pp. 252–268	Ideas and Support* pp. T342–T343 <i>How Can We Reduce Household Waste?</i> myBook pp. 252–268
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	Research and Media Literacy p. T344 Make Connections p. T345
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Report Prewriting IV: Organizing Research p. W151	Research Report Drafting I: Beginning the Draft p. W152	Research Report Drafting II: Integrating the Research p. W153	Research Report Drafting III: Creating a Bibliography p. W154	Research Report Drafting IV: Completing the Draft p. W155
Grammar: Making Comparisons p. W316	Grammar: Comparisons with More and Most* p. W317	Grammar: Comparing with Good and Bad p. W318	Grammar: Review Proper Mechanics p. W349	Grammar: Connect to Writing: Using Comparisons p. W320

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

Grade 4 Module 9 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"> ○ 3: Retell ○ 25: Figurative Language ○ 4: Summarize ○ 16: Text and Graphic Features (Literary) ○ 20: Text and Graphic Features (Informational) ○ 21: Ideas and Support ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Snake Hunt</i> (Figurative Language; Retell) ● 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>On Sea Turtle Patrol</i> and <i>Saving the Kemp Ridley Sea Turtle</i> ○ Critical Vocabulary: <i>How Can We Reduce Household Waste?</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"> ○ Decoding: Recognizing the Schwa and /r/ Sounds (Session 395) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 26.1–26.3: Persuade <p>Literacy Centers, pp. T314–T315</p>

Grade 4 Module 9 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. T354–T355	Review Critical Vocabulary pp. T362	Generative Vocabulary: Suffixes <i>-en, -ic</i> * pp. T366–T367	Vocabulary Spiral Review pp. T372–T373	Module Wrap-Up p. T378–T379
	Vocabulary Strategy: Context Clues* p. T363	Spiral Review: Suffixes <i>-ful, -ous, -less</i>		
Reading	Reading	Reading	Reading	Reading
Ask and Answer Questions pp. T356–T357 <i>Seeds of Change</i> myBook pp. 272–288	Author’s Craft* pp. T364–T365 <i>Seeds of Change</i> myBook pp. 272–288	Literary Elements* pp. T368–T369 <i>Seeds of Change</i> myBook pp. 272–288	Text Structure* pp. T374–T375 <i>Seeds of Change</i> myBook pp. 272–288	Performance Task: Write an Opinion Essay pp. T380–T381
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	
	Project Checkpoint: Practice and Present pp. T267, T351		Research and Media Literacy p. T376 Make Connections p. T377	Project Presentation pp. T267, T384
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Report Revising I: Formatting Quotations and Summarize p. W156	Research Report Revising II: Conferencing p. W157	Research Report Editing I: Peer Proofreading p. W158	Research Report Publishing p. W159	Research Report Sharing p. W160
Grammar: Possessive Pronouns* p. W251	Grammar: Possessive Pronouns with Nouns and Alone* p. W252	Grammar: Using Possessive Pronouns p. W253	Grammar: Review Making Comparisons p. W319	Grammar: Connect to Writing: Using Possessive Pronouns p. W255

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Grade 4 Module 9 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"> ○ 1: Ask and Answer Questions ○ 27: Author’s Craft ○ 12: Literary Elements ○ 18: Text Structure ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>The Kirks (Literary Elements, Authors Craft)</i> ● 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>Seeds of Change</i> ○ Generative Vocabulary: Suffixes <i>-en, -ic</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: Common Final Syllables <i>-er, -ar, -or, -le, -al, -el.</i>(Session 391) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 27.1–27.3: Synthesize <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 Research Report 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					