P352X Grade 3 SA, AA

HMH Into Reading

2026-27

Marking Period 2: November 9 – January 8 (7 weeks)

Grade 3 - Module 2

	Materials	Evidence of Student Learning	Assessments
Build Knowledge and Language HMH	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 2, Week 1: NOV. 25, 2026** **Module 2, Week 2: DEC. 15, 2026** **Module 2, Week 3: JAN 8, 2027**
Reading and Vocabulary HMH	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 2, Week 1: NOV. 25, 2026** **Module 2, Week 2: DEC. 15, 2026** **Module 2, Week 3: JAN 8, 2027**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Letter	HMH Into Reading Weekly Assessments **Module 2, Week 1: NOV. 25, 2026** **Module 2, Week 2: DEC. 15, 2026** **Module 2, Week 3: JAN 8, 2027** P352X Letter Rubric
Foundational Skills (Fundations) Fundations Wilson Language Basics	Large Letter Cards Echo & Baby Echo Standard Sound Cards Large Writing Grid Student Notebook Letter Tiles Dry Erase Writing Tablet Start Right Readers	Student Fundations work Student Notebook	Fundations Student Notebook Assessment End of Unit Assessment

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

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Writing Workshop Teacher's Guide = pp. W

Editable Weekly Plan: Grade 3 Module 2

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 Fundations® - 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 2 Week 1 (November 9 - November 25)				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Build Knowledge & Language	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**
Module Launch **pp. T150–T151**	Fundations	Fundations	Fundations	Fundations
Foundational Skills	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
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.	**Introduce Critical Vocabulary** **pp. T158–T159**	**Review Critical Vocabulary** **p. T166**	***Generative Vocabulary**** ***pp. T172–T173*** ***Prefixes re–, pre–***	**Vocabulary Spiral Review** **p. T176–T177**
		Vocabulary Strategy: Synonyms/Antonyms* **p. T167**	***Spiral Review: Suffixes –ful, –ness***	
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Text and Graphic Features* pp. T152–T153 *A LOL Story* *my*Book pp. 108–109	**Retell** pp. T160–T161 *Dear Primo* *my*Book pp. 110–141	**Point of View*** pp. T168–T169 *Dear Primo* *my*Book pp. 110–141	**Text and Graphic Features*** pp. T174–T175 *Dear Primo* *my*Book pp. 110–141	**Character*** pp. T178–T179 *Dear Primo* *my*Book pp. 110–141
	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**
Letter Primming the Students p. W18	**Letter** Priming the Text p. W19	**Letter** The Read p. W20	**Letter** Vocabulary p. W21	**Letter*** Prewriting: Preparing to Write p. W22
Grammar: Identifying Nouns and Subjects p. W230	**Grammar: Capitalizing Nouns** p. W231	**Grammar: Common and Proper Nouns*** p. W232	**Grammar: Review Compound Sentences** p. W213	**Grammar: Using Common and Proper Nouns*** p. W234

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
Gray shading indicates lower priority instruction

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Grade 3 Module 2 Week 1 (November 9 - November 25)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 16: Text and Graphic Features
  - 3: Retell
  - 15: Point of View
  - 11: Characters
- Read and Respond Journal
  - *Building a New Barn* (Main Ideas and Details, Retell)
- 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: *Dear Primo*
  - Generative Vocabulary: Prefixes *re–, pre–*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Prefixes *re–, un–, over–, pre–, mis–, dis–* (Session 294)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 4.1–4.3: Compare and Contrast

Literacy Centers, pp. T146–T147

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Grade 3 Module 2 Week 2 (November 30 - December 15)				
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
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
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Introduce Critical Vocabulary pp. T190–T191	**Review Critical Vocabulary** pp. T198 **Vocabulary Strategy: Synonyms/Antonyms*** **p. T199**	**Introduce Critical Vocabulary** **pp. T202–T203**	**Review Critical Vocabulary** p. T208 **Vocabulary Strategy: Synonyms/Antonyms*** **p. T209**	**Generative Vocabulary*** Prefixes *dis–* p. T212–T213 ***Spiral Review: Prefixes re–, pre–***
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Ask and Answer Questions pp. T192–T193 *Adventures with Words* *my*Book pp. 144–151	**Elements of Poetry*** pp. T200–T201 *Adventures with Words* *my*Book pp. 144–151	**Ask and Answer Questions** pp. T204–T205 *The Upside Down Boy* *my*Book pp. 154–175	**Figurative Language*** pp. T210–T211 *The Upside Down Boy* *my*Book pp. 154–175	**Text and Graphic Features*** pp. T214–T215 *The Upside Down Boy* *my*Book pp. 154–175
	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**
Letter* Drafting I: Begin the Draft p. W23	**Letter** Drafting II: Elements of a Letter p. W24	**Letter** Drafting III: Completing the Draft p. W25	**Letter*** Revising I: Punctuation and Capitalization p. W26	**Letter** Revising II: Conferencing p. W27
Grammar: Identifying Singular and Plural Nouns **p. W235**	**Grammar: Plural Nouns with *–s**** p. W236	**Grammar: Plural Nouns with *–s* and *–es**** p. W237	**Grammar: Review Commas in Sentences and Series** p. W328	**Grammar: Using Plural Nouns with *–s* and *–es**** p. W239

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Grade 3 Module 2 Week 2 (November 30 - December 15)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 1: Ask and Answer Questions
  - 13: Elements of Poetry
  - 16: Text and Graphic Features
  - 25: Figurative Language
- Read and Respond Journal
  - *Douglas Florian's Books* (Main Ideas and Details, Text and Graphic Features)
- 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: *Adventures with Words*
  - Critical Vocabulary: *The Upside Down Boy*
  - Generative Vocabulary: Prefix *dis–;* Latin Root *form*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Decoding: Prefixes re*–, un–, dis–* (Session 381)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 5.1–5.3: Describe

Literacy Centers, pp. T186–T187

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Grade 3 Module 2 Week 3 (December 16 - January 8)				
Lesson 11	**Lesson 12**	**Lesson 13**	**Lesson 14**	**Lesson 15**
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
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Synthesize and Connect**
Introduce Critical Vocabulary pp. T226–T227	**Review Critical Vocabulary** pp. T234	**Generative Vocabulary: Suffixes *–y, –ly**** pp. T238–T239	**Vocabulary Spiral Review** pp. T244–T245	**Module Wrap-Up** p. T250–T251
	Vocabulary Strategy: Context Clues **p. T235**			
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Visualize pp. T228–T229 *Dear Dragon* *my*Book pp. 178–211	**Character*** pp. T236–T237 *Dear Dragon* *my*Book pp. 178–211	**Elements of Poetry*** pp. T240–T241 *Dear Dragon* *my*Book pp. 178–211	**Point of View*** pp. T246–T247 *Dear Dragon* *my*Book pp. 178–211	**Performance Task: Opinion Essay** pp. T252–T255
	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
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Letter* Revising III: Adding Details p. W28	**Letter*** Editing I: Grammar and Mechanics p. W29	**Letter*** Editing II: Peer Proofreading p. W30	**Letter*** Publishing p. W31	**Letter*** Sharing p. W32
Grammar: Action Verbs* **p. W265**	**Grammar: Being Verbs*** p. W266	**Grammar: Action Verbs and Being Verbs*** p. W267	**Grammar: Review Subject-Verb Agreement** p. W218	**Grammar: Using Action and Being Verbs*** p. W269

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Grade 3 Module 2 Week 3 (December 16 - January 8)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 6: Visualize
  - 11: Characters
  - 13: Elements of Poetry
  - 15: Point of View
- Read and Respond Journal
  - *Living Things are Linked* (Literary Elements, Visualize)
- 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: *Dear Dragon*
  - Generative Vocabulary: Suffixes *–y* and *–ly*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Decoding: Suffixes *–ful, –y, –ous, –ly, –er, –or* (Session 348)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 6.1–6.3: Predict

Literacy Centers, pp. T222–T223

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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 Fundations*), 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					

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P352X Letter 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					

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