P352X Grade 4 SA, AA

HMH Into Reading

2026-27

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

Grade 4 - Module 3

	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 3, Week 1: NOV. 25, 2026** **Module 3, Week 2: DEC. 15, 2026** **Module 3, 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 3, Week 1: NOV. 25, 2026** **Module 3, Week 2: DEC. 15, 2026** **Module 3, Week 3: JAN 8, 2027**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Opinion Essay	HMH Into Reading Weekly Assessments **Module 3, Week 1: NOV. 25, 2026** **Module 3, Week 2: DEC. 15, 2026** **Module 3, Week 3: JAN 8, 2027** P352X Opinion Essay 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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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 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 4 Module 3 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. T278–T279**	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. T286-T287	**Review Critical Vocabulary** p. T294	***Generative Vocabulary**** *pp. T300–T301* *Suffixes –ful, –ous, –less*	**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 *Never Give Up!* *my*Book pp. 164–165	**Synthesize** pp. T288–T289 *Rent Party Jazz* *my*Book pp. 166–180	**Author's Craft*** pp. T296–T297 *Rent Party Jazz* *my*Book pp. 166–180	**Plot*** pp. T302–T303 *Rent Party Jazz* *my*Book pp. 166–180	**Theme*** pp. T306–T307 *Rent Party Jazz* *my*Book 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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Writing Workshop Teacher's Guide = pp. W

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Grade 4 Module 3 Week 1 (November 9 - November 25)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 23: Identify Claim
  - 8: Synthesize
  - 27: Author's Craft
  - 10: Plot
  - 9: Theme
- Read and Respond Journal
  - *Thought for the Day* (Plot, Theme)
- 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: *Rent Party Jazz*
  - Generative Vocabulary: Suffixes *–ful, –ous, –less*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with *oo, ew, ue, ou* (Session 300)
  - Phonics: Words with *oo* (as in book) (Session 302)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 7.1–7.3: Predict

Literacy Centers, pp. T274–T275

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Grade 4 Module 3 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. T318–T319	**Review Critical Vocabulary** pp. T326	**Introduce Critical Vocabulary** pp. T330–T331	**Review Critical Vocabulary** p. T336	**Generative Vocabulary*** Latin Roots *vis, aud, spec* 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 *Hurricanes: A Force of Nature* *my*Book pp. 184–190	**Point of View*** pp. T328–T329 *Hurricanes: A Force of Nature* *my*Book pp. 184–190	**Visualize** pp. T332–T333 *Catch Me if You Can* *my*Book pp. 194–204	**Elements of Drama*** pp. T338–T339 *Catch Me if You Can* *my*Book pp. 194–204	**Idioms, Adages, and Proverbs*** pp. T342–T343 *Catch Me if You Can* *my*Book 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 (November 30 - December 15)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 6: Visualize
  - 19: Point of View (Informational)
  - 14: Elements of Drama
  - 26: Idioms, Adages, Proverbs
- Read and Respond Journal
  - *Concert for a Cause* (Elements of a Drama, 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: *Hurricanes: A Forces of Nature*
  - Critical Vocabulary: *Catch me if You Can*
  - Generative Vocabulary: Latin Roots *vis, aud, spec*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with Diphthongs *ow, ou* (Session 305)
  - Phonics: Words with *au, aw, al,* and *o* (Session 331)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 8.1–8.3: Analyze

Literacy Centers, pp. T314–T315

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

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Grade 4 Module 3 Week 3 (December 16 - January 8)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 5: Make and Confirm Predictions
  - 12: Literary Elements
  - 15: Point of View (Literary)
  - 27: Author's Craft
- Read and Respond Journal
  - *Summer in the City* (Make and Confirm Predictions, Literary Elements)
- 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: *My Diary from Here to There*
  - Generative Vocabulary: Prefixes *over–, under–*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Word with *air, ear, are, ere, eer* (Session 339)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 9.1–9.3: Justify

Literacy Centers, pp. T350–T351

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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 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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