P352X Grade 3 SA, AA

HMH Into Reading

2026-27

Marking Period 1: September 10 - November 6 (8 weeks)

Grade 3 - Module 1

	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 1, Week 1: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026**
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 1, Week 1: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Personal Narrative	HMH Into Reading Weekly Assessments **Module 1, Week 1: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026** P352X Personal Narrative 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

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Editable Weekly Plan: Grade 3 Module 1

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 1 Module 1 Week 1 (September 10 - September 30)				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Build Knowledge & Language	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**
Module Launch pp. T22–T23	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. T30–T31**	**Review Critical Vocabulary** **p. T38** **Vocabulary Strategy: Context Clues*** **p. T39**	**Generative Vocabulary*** **pp. T44–T45** **Prefixes *mis–, un–*** **Spiral Review: Inflections *–s, –es***	**Vocabulary Spiral Review** **p. T48–T49**
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Point of View* pp. T24–T25 *Zach Jumps In!* *my*Book pp. 14–15	**Make and Confirm Predictions** pp. T32–T33 *Marisol McDonald Doesn't Match* *my*Book pp. 16–35	**Literary Elements*** pp. T40–T41 *Marisol McDonald Doesn't Match* *my*Book pp. 16–35	**Point of View*** pp. T46–T47 *Marisol McDonald Doesn't Match* *my*Book pp. 16–35	**Theme*** pp. T50–T51 *Marisol McDonald Doesn't Match* *my*Book pp. 16–35
	Communication		**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**
Personal Narrative Primming the Students p. W2	**Personal Narrative** Priming the Text p. W3	**Personal Narrative** The Read p. W4	**Personal Narrative** Vocabulary p. W5	**Personal Narrative*** Prewriting I: Writing Process p. W6
Grammar: The Subject of a Simple Sentence* p. W200	**Grammar: The Predicate of a Simple Sentence** p. W201	**Grammar: Sentence Fragments** p. W202	**Grammar: Review** **Common and Proper Nouns** p. W233	**Grammar: Using Simple Sentences** p. W204

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Grade 3 Module 1 Week 1 (September 10 - September 30)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 15: Point of View
  - 5: Make and Confirm Predictions
  - 12: Literary Elements
  - 9: Theme
- Read and Respond Journal
  - *Not Just a Little!* (Make and Predict, 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: *Marisol McDonald Doesn't Match*
  - Generative Vocabulary: Prefixes *mis–, un–*

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
  - 1.1–1.3: Agree and Disagree

Literacy Centers, pp. T18–T19

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Grade 3 Module 1 Week 2 (October 1 - October 20)				
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. T62–T63	**Review Critical Vocabulary** pp. T70	**Introduce Critical Vocabulary** **pp. T74–T75**	**Review Critical Vocabulary** p. T80	**Generative Vocabulary*** Prefixes *non–* p. T84–T85
	Vocabulary Strategy: Context Clues* **p. T71**		**Vocabulary Strategy: Context Clues*** **p. T81**	**Spiral Review: Prefixes *mis–, un–***
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Monitor and Clarify pp. T64–T65 *Judy Moody, Mood Martian* *my*Book pp.36–55	**Figurative Language*** pp. T72–T73 *Judy Moody, Mood Martian* *my*Book pp.36–55	**Monitor and Clarify** pp. T76–T77 *Stink and the Freaky Frog* *my*Book pp. 58–71	**Literary Elements*** pp. T82–T83 *Stink and the Freaky Frog* *my*Book pp. 58–71	**Figurative Language*** pp. T86–T87 *Stink and the Freaky Frog* *my*Book pp. 58–71
	Communication		**Communication**	**Communication**
	Project Checkpoint: Write and Create pp. T11, T59		**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**
Personal Narrative* Prewriting II: Preparing to Write p. W7	**Personal Narrative*** Drafting I: Beginning the Draft p. W8	**Personal Narrative** Drafting II: Elements of a Narrative p. W9	**Personal Narrative** Drafting III: Completing the Draft p. W10	**Personal Narrative*** Revising I: Common and Proper Nouns p. W11
Grammar: Statements and Questions* **p. W205**	**Grammar: Commands and Exclamations*** p. W206	**Grammar: Statements, Questions, Commands, and Exclamations** p. W207	**Grammar: Review Simple Sentences** p. W203	**Grammar: Using Different Kinds of Sentences*** p. W209

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Grade 3 Module 1 Week 2 (October 1 - October 20)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 2: Monitor and Clarify
  - 25: Figurative Language
  - 12: Literary Elements
- Read and Respond Journal
  - *Icos Goes to School* (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: *Judy Moody, Mood Martin*
  - Critical Vocabulary: *Stink and the Freaky Frog Freakout*
  - Generative Vocabulary: Prefixes *non–*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Prefixes (Session 350)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 2.1–2.3: Classify

Literacy Centers, pp. T58–T59

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Grade 3 Module 1 Week 3 (October 21 - November 6)				
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 Oral Language pp. T98–T99	**Review Critical Vocabulary** pp. T106 **Vocabulary Strategy: Context Clues*** **p. T107**	**Generative Vocabulary: Suffixes *–ful, –less**** pp. T110–T111	**Vocabulary Spiral Review** pp. T116–T117	**Module Wrap-Up** p. T122–T123
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Make Inferences pp. T100–T101 *Scaredy Squirrel* *my*Book pp. 74–97	**Point of View*** pp. T108–T109 *Scaredy Squirrel* *my*Book pp. 74–97	**Text and Graphic Features*** pp. T112–T113 *Scaredy Squirrel* *my*Book pp. 74–97	**Theme*** pp. T118–T119 *Scaredy Squirrel* *my*Book pp. 74–97	**Performance Task: Expository Essay** pp. T124–T127
	Communication		**Communication**	**Communication**
	Project Checkpoint: Practice and Present pp. T11, T95		**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**
Personal Narrative* Revising II: Conferencing p. W12	**Personal Narrative** Revising III: Adjectives as Details p. W13	**Personal Narrative*** Editing: Peer Proofreading p. W14	**Personal Narrative** Publishing p. W15	**Personal Narrative** Sharing p. W16
Grammar: Simple and Compound Sentences* **p. W210**	**Grammar: Coordinating Conjunctions** p. W211	**Grammar: Run–on Sentences** p. W212	**Grammar: Review Kinds of Sentences** p. W208	**Grammar: Using Compound Sentences*** p. W214

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Grade 3 Module 1 Week 3 (October 21 - November 6)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 7: Make Inferences
  - 15: Point of View
  - 16: Text and Graphic Features
  - 9: Theme
- Read and Respond Journal
  - *Swedish Meatball Potstickers with Mustard Dipping Sauce* (Point of View, 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: *Scaredy Squirrel*
  - Generative Vocabulary: Suffixes *–ful, –less*

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
  - 3.1–3.3: Justify

Literacy Centers, pp. T94–T95

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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 Personal Narrative 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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