P352X Grade 4 SA, AA

HMH Into Reading

2026-27

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

Grade 4 - 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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Editable Weekly Plan: Grade 4 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 4 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 *un–, in–, im–, re–* **Spiral Review: Compound Words**	**Vocabulary Spiral Review** p. T48–T49
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Central Idea pp. T24–T25 *The Story of You* *my*Book pp. 14–15	**Ask and Answer Questions** pp. T32–T33 *Flora and Ulysses: The Illuminated Adventures* *my*Book pp. 16–39	**Author's Purpose*** pp. T40–T41 *Flora and Ulysses: The Illuminated Adventures* *my*Book pp. 16–39	**Text and Graphic Features*** pp. T46–T47 *Flora and Ulysses: The Illuminated Adventures* *my*Book pp. 16–39	**Figurative Language*** pp. T50–T51 *Flora and Ulysses: The Illuminated Adventures* *my*Book pp. 16–39
	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 Introducing the Focal Text p. W2	**Personal Narrative** Priming the Text and The Read p. W3	**Personal Narrative** Vocabulary p. W4	**Personal Narrative*** The Writing Process p. W5	**Personal Narrative*** Prewriting I: Choosing a Topic p. W6
Grammar: Simple and Complete Subjects and Predicates* p. W216	**Grammar: Compound Subjects and Predicates*** p. W217	**Grammar: Subject-Verb Agreement** p. W218	**Grammar: Review Proper Nouns** p. W239	**Grammar: Using Sentences with Subject-Verb Agreement** p. W220

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Grade 4 Module 1 Week 1 (September 10 - September 30)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 17: Central Idea
  - 1: Ask and Answer Questions
  - 28: Author's Purpose
  - 16: Text and Graphic Features
  - 25: Figurative Language
- Read and Respond Journal
  - *Getting the Vote* (Central Idea, Author's Purpose)
- 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: *Flora & Ulysses*
  - Generative Vocabulary: Prefixes *un–, in–, in–, re–*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Multisyllabic Words with Long and Short *a, e* (Session 313)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 1.1–1.3: Cause and Effect

Literacy Centers, pp. T18–T19

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Grade 4 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 *mis–, pre–, dis–* p. T84–T85
	Vocabulary Strategy: Context Clues* p. T71		**Vocabulary Strategy: Context Clues*** p. T81	***Spiral Review: Prefixes***
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Monitor and Clarify pp. T64–T65 *Yes! We Are Latinos* *my*Book pp. 42–55	**Elements of Poetry** pp. T72–T73 *Yes! We Are Latinos* *my*Book pp. 42–55	**Monitor and Clarify** pp. T76–T77 *The Year of the Rat* *my*Book pp. 56–73	**Point of View*** pp. T82–T83 *The Year of the Rat* *my*Book pp. 56–73	**Characters*** pp. T86–T87 *The Year of the Rat* *my*Book pp. 56–73
	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: Narrative Structure 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: Concluding the Draft p. W10	**Personal Narrative*** Revising I: Grammar and Punctuation p. W11
Grammar: Declarative and Interrogative Sentences* p. W221	**Grammar: Imperative and Exclamatory Sentences*** p. W222	**Grammar: Identify Kinds of Sentences*** p. W223	**Grammar: Review Negatives** p. W329	**Grammar: Using Different Kinds of Sentences** p. W225

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Grade 4 Module 1 Week 2 (October 1 - October 20)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 2: Monitor and Clarify
  - 13: Elements of Poetry
  - 15: Point of View
  - 11: Character
- Read and Respond Journal
  - *The Space Flight Simulator* (Character)
- 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: *Yes! We Are Latinos*
  - Critical Vocabulary: *The Year of the Rat*
  - Generative Vocabulary: Prefixes *mis–, pre–, dis–*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Multisyllabic Words with Long and Short *a, e* (Session 313)

Support English Language Development

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

Literacy Centers, pp. T58–T59

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Grade 4 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 Critical Vocabulary pp. T98–T99	**Review Critical Vocabulary** pp. T106 **Vocabulary Strategy: Context Clues*** p. T107	**Generative Vocabulary: Suffixes *–y, –ly**** pp. T110–T111	**Vocabulary Spiral Review** pp. T116–T117	**Module Wrap-Up** p. T122–T123
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Retell pp. T100–T101 *Kitoto the Mighty* *my*Book pp. 75–91	**Literary Elements*** pp. T108–T109 *Kitoto the Mighty* *my*Book pp. 75–91	**Theme*** pp. T112–T113 *Kitoto the Mighty* *my*Book pp. 75–91	**Author's Craft*** pp. T118–T119 *Kitoto the Mighty* *my*Book pp. 75–91	**Performance Task: Expository Essay** pp. T124–T125
	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: Sentence Sense and Direct Address p. W13	**Personal Narrative** Editing I: Peer Proofreading p. W14	**Personal Narrative** Publishing p. W15	**Personal Narrative** Sharing p. W16
Grammar: Quotation Marks with Direct Speech* p. W331	**Grammar: Split Quotations** p. W332	**Grammar: Quotations from Text*** p. W333	**Grammar: Review Kinds of Sentences** p. W224	**Grammar: Using Quotations*** p. W335

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Grade 4 Module 1 Week 3 (October 21 - November 6)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 3: Retell
  - 12: Literary Elements
  - 9: Theme
  - 27: Author's Craft
- Read and Respond Journal
  - *Coming Home* (Literary Elements, Author's Craft)
- 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: *Kitoto the Mighty*
  - Generative Vocabulary: Suffixes *–y* and *–ly*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Multisyllabic Words with Long & Short *o, i, u* (Session 314)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 3.1–3.3: Sequence

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 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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