







P352X Grade 1 SA
HMH Into Reading
2025-26

Marking Period 1: September 4 – November 14 (9 weeks)

Grade 1 - Module 1

	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 1, Week 1: OCT. 8, 2025 Module 1, Week 2: OCT. 24, 2025 Module 1, Week 3: NOV. 13, 2025
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 1, Week 1: OCT. 8, 2025 Module 1, Week 2: OCT. 24, 2025 Module 1, Week 3: NOV. 13, 2025
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Oral Story	HMH Into Reading Weekly Assessments Module 1, Week 1: OCT. 8, 2025 Module 1, Week 2: OCT. 24, 2025 Module 1, Week 3: NOV. 13, 2025 P352X Oral Story 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

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
 Gray shading indicates lower priority instruction
 © Houghton Mifflin Harcourt Publishing Company

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

Editable Weekly Plan: Grade 1 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 [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*.

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, broadcasting or by any other information storage and retrieval system, without written permission of the copyright owner unless such copying is expressly permitted by federal copyright law.

Only those pages that are specifically enabled by the program and indicated by the presence of the print icon may be printed and reproduced in classroom quantities by individual teachers using the corresponding student’s textbook or kit as the major vehicle for regular classroom instruction. Requests for information on other matters regarding duplication of this work should be submitted through our Permissions website at <https://customer care.hmhco.com/contactus/Permissions.html> or mailed to Houghton Mifflin Harcourt Publishing Company, Attn: Compliance, 9400 Southpark Center Loop, Orlando, Florida 32819-8647.

HOUGHTON MIFFLIN HARCOURT and the HMH Logo are trademarks and service marks of Houghton Mifflin Harcourt Publishing Company. You shall not display, disparage, dilute or taint Houghton Mifflin Harcourt trademarks and service marks or use any confusingly similar marks, or use Houghton Mifflin Harcourt marks in such a way that would misrepresent the identity of the owner. Any permitted use of Houghton Mifflin Harcourt trademarks and service marks inures to the benefit of Houghton Mifflin Harcourt Publishing Company.

All other trademarks, service marks or registered trademarks appearing on Houghton Mifflin Harcourt Publishing Company websites are the trademarks or service marks of their respective owners.

r7.22

Grade 1 Module 1 Week 1 (September 4 - October 8)				
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	Foundations	Foundations	Foundations	Foundations
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
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.	Introduce Oral Vocabulary pp. T40–T41	Introduce Power Words pp. T48–T49	Review Power Words p. T56	Vocabulary Strategy* Classify and Categorize pp. T64–T65
			Generative Vocabulary* Words About Feelings p. T5	
Reading	Reading	Reading	Reading	Reading
Story Structure* pp. T26–T29 <i>My First Day</i> myBook pp. 6–7	Elements of Poetry pp. T42–T43 <i>Pete the Cat: Rocking in My School Shoes</i> (Big Book)	Ask and Answer Questions pp. T50–T51 <i>Try This!</i> myBook pp. 8–19	Author’s Purpose* pp. T58–T59 <i>Try This!</i> myBook pp. 8–19	Speaking and Listening pp. T66–T67
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Oral Story Introducing the Focal Text p. W2	Oral Story The Read p. W3	Oral Story Vocabulary p. W4	Oral Story Finding a Topic p. W5	Oral Story Beginning Oral Storytelling p. W6
Grammar: Nouns p. W241	Grammar: Words that Name People* p. W242	Grammar: Words that Name Animals* p. W243	Grammar: Review Proper Nouns and Capitalization p. W259	Grammar: Using Nouns p. W245

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
Gray shading indicates lower priority instruction
© Houghton Mifflin Harcourt Publishing Company

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

Grade 1 Module 1 Week 1 (September 4 - October 8)	
Small Group/Independent Options	
<p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> ● Start Right Readers <ul style="list-style-type: none"> ○ <i>The Mat</i> (Book 1) ○ <i>Sam at Bat</i> (Book 1) ○ <i>Tab at Bat</i> (Book 1) ○ <i>Tam at Bat</i> (Book 1) ○ <i>Tim and Pam</i> (Book 1) ○ <i>Dab, Dab, Dab!</i> (Book 1) ○ <i>Tin Cans Tip!</i> (Book 1) ○ <i>Fin</i> (Book 1) ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonics: Syllable Pattern CVC (Session 206) ○ Phonics: Review: Words with Short <i>a</i> (Session 142) ○ Phonics: Review: Short <i>i</i> (Session 127) ○ Phonological Awareness: Review: Recognize and Produce Rhyming Words (Session 122) ○ Phonemic Awareness: Phonological Awareness: Blend Onset and Rime (Session 39) ○ Phonemic Awareness: Isolate Initial Sound (Session 41) ○ Phonological Awareness: Blend Phonemes (Session 49) ○ Phonological Awareness: Blend Syllables (Session 33) ○ Phonological Awareness: Change Syllables (Session 35) ○ Phonemic Awareness: Segment Phonemes (Session 51) 	<p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> · Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Power Words: <i>Try This!</i> ○ Generative Vocabulary: Words About Feelings ○ Vocabulary Strategy: Classify and Categorize <p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> · Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 17: Story Structure ○ 24: Elements of Poetry ○ 1: Ask and Answer Questions ○ 12: Author’s Purpose · Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Pam and Fan</i> (Elements of Poetry) <p>Support English Language Development</p> <ul style="list-style-type: none"> · Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 1.1–1.3: Seek Information <p>Literacy Centers, pp. T20–T21</p>

Grade 1 Module 1 Week 2 (October 9 - October 24)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
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
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Vocabulary pp. T84–T85	Introduce Power Words pp. T94–T95	Review Power Words pp. T102–T103	Generative Vocabulary* Inflection –ed pp. T110–T111	Review Power Words pp. T118–T119
Reading	Reading	Reading	Reading	Reading
Story Structure* pp. T86–T87 <i>You Will Be My Friend!</i> (Read Aloud Book)	Monitor and Clarify pp. T96–T97 <i>My School Trip</i> myBook pp. 22–33	Author’s Purpose* pp. T104–T105 <i>My School Trip</i> myBook pp. 22–35	Make Inferences pp. T112–T113 <i>A Kids’ Guide to Friends</i> myBook pp. 36–47	Topic and Central Idea* pp. T120–T121 <i>A Kids’ Guide to Friends</i> myBook pp. 36–49
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Oral Story Telling and Listening to Stories I p. W7	Oral Story Telling and Listening to Stories II p. W8	Oral Story* Prewriting: Developing a Written Class Story p. W9	Oral Story* Drafting I: Developing the Story p. W10	Oral Story* Drafting II: Assessing the Story p. W11
Grammar: Nouns p. W246	Grammar: Words that Name Places* p. W247	Grammar: Words that Name Things* p. W248	Grammar: Review Nouns p. W244	Grammar: Using Nouns p. W250

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
 Gray shading indicates lower priority instruction
 © Houghton Mifflin Harcourt Publishing Company

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

Grade 1 Module 1 Week 2 (October 9 - October 24)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - Tap, Bam! Rip! Bam! (Book 1)
 - A Map (Book 1)
 - Hop on It, Dot! (Book 1)
 - Dot Is on It! (Book 1)
 - Wags, Wags, Wags! (Book 1)
 - Yip! Yap! (Book 1)
 - Bad Pup, Wags! (Book 1)
 - Mud Pup (Book 1)
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Review: Short o (Session 131)
 - Phonics: Review: Short u (Session 138)
 - Phonological Awareness: Produce Rhyming Words (Session 37)
 - Phonological Awareness: Blend Onset and Rime (Session 39)
 - Phonological Awareness: Isolate Initial Sound (Session 41)
 - Phonological Awareness: Blend Phonemes (Session 49)
 - Phonological Awareness: Blend Syllables (Session 35)
 - Phonemic Awareness: Segment Phonemes (Session 51)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *My School Trip*
 - Generative Vocabulary: Inflection *-ed*
 - Power Words: *A Kids' Guide to Friends*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 17: Story Structure
 - 2: Monitor and Clarify
 - 12: Author's Purpose
 - 6: Make Inferences
 - 13: Topic and Central Idea
- Read and Respond Journal
 - *Bad Cat* (Author's Purpose, Monitor and Clarify)

Support English Language Development

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

Literacy Centers, pp. T74-T75

Grade 1 Module 1 Week 3 (October 27 - November 14)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
<p>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.</p>	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p>Introduce Oral Language pp. T138–T139</p>	<p>Introduce Power Words pp. T148–T149</p>	<p>Review Power Words pp. T158–T159</p>	<p>Generative Vocabulary* Inflection <i>-ed</i> pp. T166–T167</p>	<p>Cumulative Vocabulary Review pp. T174–T175</p>
Reading	Reading	Reading	Reading	Reading
<p>Characters* pp. T140–T141 <i>Suki's Kimono</i> (Read Aloud Book)</p>	<p>Ask and Answer Questions pp. T150–T151 <i>Big Dilly's Tale</i> myBook pp. 50–61</p>	<p>Characters* pp. T160–T161 <i>Big Dilly's Tale</i> myBook pp. 50–63</p>	<p>Characters* pp. T168–T169 <i>I'm Me</i> myBook pp. 64–67</p>	<p>Module Wrap-Up pp. T176–T177</p>
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<p>Oral Story Revising I: Adding Detail p. W12</p>	<p>Oral Story Revising II: Finding the Right Words p. W13</p>	<p>Oral Story Editing: Capitalizing Proper Nouns p. W14</p>	<p>Oral Story Publishing p. W15</p>	<p>Oral Story Sharing p. W16</p>
<p>Grammar: Action Verbs* p. W286</p>	<p>Grammar: Action Words in the Present* p. W287</p>	<p>Grammar: Using Action Words p. W288</p>	<p>Grammar: Review Possessive Pronouns p. W279</p>	<p>Grammar: Using Action Verbs p. W290</p>

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
Gray shading indicates lower priority instruction
© Houghton Mifflin Harcourt Publishing Company

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

Grade 1 Module 1 Week 3 (October 27 - November 14)	
Small Group/Independent Options	
<p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> ● Start Right Readers <ul style="list-style-type: none"> ○ Get Red Hen (Book 2) ○ Fox in a Fix! (Book 2) Phonics Interactive Practice ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonics: Short e (Session 135) ○ Phonics: Long Vowel Spelling Patterns a, e, i, o, u (Session 122) ○ Phonological Awareness: Review: Recognize and Produce Rhyming Words (Session 122) ○ Phonological Awareness: Blend Onset and Rime (Session 39) ○ Phonemic Awareness: Isolate Initial Sound (Session 41) ○ Phonemic Awareness: Blend Phonemes (Session 49) ○ Phonemic Awareness: Blend Syllables (Session 33) ○ Phonological Awareness: Change Syllables (Session 35) ○ Phonemic Awareness: Segment Phonemes (Session 51) <p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Power Words: Big Dilly’s Tale ○ Generative Vocabulary: Inflection –ed 	<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 16: Characters ○ 1: Ask and Answer Questions ● Read and Respond Journal <ul style="list-style-type: none"> ○ Dex (Characters) <p>Support English Language Development</p> <p>Tabletop Minilessons: English Language Development</p> <ul style="list-style-type: none"> ● 3.1–3.3: Describe <p>Literacy Centers, pp. T128-T129</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 Oral Story Rubric (Grade 1)

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					

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
 Gray shading indicates lower priority instruction
 © Houghton Mifflin Harcourt Publishing Company

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