







P352X Grade 1 SA
HMH Into Reading
 2025-26

Marking Period 3: January 12 – March 6 (7 weeks)

	Materials	Evidence of Student Learning Student Work/ Portfolio	Assessments
Build Knowledge and Language 	Classroom word wall Big Idea Word Cards Anchor Charts Read Aloud Books	Student reading logs Student myBook work	HMH Into Reading Weekly Assessments Module 4, Week 1: JAN. 27, 2026 Module 4, Week 2: FEB. 11, 2026 Module 4, Week 3: MARCH 6, 2026
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 4, Week 1: JAN. 27, 2026 Module 4, Week 2: FEB. 11, 2026 Module 4, Week 3: MARCH 6, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Procedural Text	HMH Into Reading Weekly Assessments Module 4, Week 1: JAN. 27, 2026 Module 4, Week 2: FEB. 11, 2026 Module 4, Week 3: MARCH 6, 2026 P352X Procedural Text 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

Editable Weekly Plan: Grade 1 Module 4

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on Spelling Assessments, Weekly Assessments, and Module Assessments (indicated with an asterisk *). 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*.

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R7.22

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

Gray shading indicates non-priority instruction

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

Grade 1 Module 4 Week 1 (Jan 12 - Jan 27)				
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. T50–T51	Review Power Words p. T58	Vocabulary Strategy* Context Clues pp. T66–T67
			Generative Vocabulary* Compound Words p. T59	

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 Writing Workshop Teacher’s Guide = pp. W

Grade 1 Module 4 Week 1, continued (Jan 12 - Jan 27)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Ideas and Support* pp. T32–T29 <i>Good Sports</i> myBook2 pp. 88–89	Topic and Central Idea pp. T42–T43 <i>Baseball Hour</i> (Big Book)	Evaluate pp. T52–T53 <i>Goal!</i> myBook2 pp. 90-105	Point of View* pp. T60–T61 <i>Goal!</i> myBook2 pp. 90-105	Speaking and Listening/Give and Follow Instructions pp. T68–T69 <i>Goal!</i> myBook2 pp. 90-105
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text Introducing the Focal Text p. W50	Procedural Text The Read p. W51	Procedural Text Vocabulary p. W52	Procedural Text Prewriting I: Finding a Topic p. W53	Procedural Text Prewriting II: Developing a Topic p. W54
Grammar: Prepositions and Prepositional Phrases* p. W331	Grammar: Prepositions for Where* p. W332	Grammar: Prepositions for When* p. W333	Grammar: Review Statements p. W209	Grammar: Using Prepositions and Prepositional Phrases p. W335

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Grade 1 Module 4 Week 1 (Jan 12 - Jan 27)	
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>Chop, Chop, Mix, Mix</i>, pp. T30–T31 ○ <i>Chick Jam, Chick Dip</i>, pp. T38–T39 ○ <i>Rush, Chick</i>, pp. T48–T49 ○ <i>Chick Quits</i>, pp. T56–T57 ● Phonics Interactive Practice <ul style="list-style-type: none"> ○ Riddle in the Middle: Consonant Digraph <i>ch</i> ○ Fill in the Space: Review <i>ch</i> and <i>sh</i> ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonics: Digraphs <i>ch, tch</i> (Session 162) ○ Phonics: Digraphs <i>sh, wh, ph</i> (Session 166) ○ Phonemic Awareness: Blend Phonemes (Session 49) ○ Phonemic Awareness: Segment Phonemes (Session 51) ○ Phonemic Awareness: Substitute Phonemes: Initial (Session 161) 	<p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Power Words: <i>Goal!</i> ○ Generative Vocabulary: Compound Words ○ Vocabulary Strategy: Context Clues <p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 15: Ideas and Support ○ 13: Topic and Central Idea ○ 8: Evaluate ○ 19: Point of View ○ 30: Give and Follow Directions ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Cats</i> (Evaluate, Central Idea) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 10.1–10.3: Persuade <p>Literacy Centers, pp. T20–T21</p>

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Grade 1 Module 4 Week 2 (Jan 28 - Feb 11)				
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. T86–T87	Introduce Power Words pp. T96–T97	Review Power Words pp. T106–T107	Generative Vocabulary* Compound Words pp. T114–T115	Review Power Words pp. T122–T123
Reading	Reading	Reading	Reading	Reading
Topic and Central Idea pp. T88–T89 <i>Pelé, King of Soccer</i> (Read Aloud Book)	Synthesize pp. T98–T99 <i>Get Up and Go!</i> <i>myBook2</i> pp. 108–119	Text Features* pp. T108–T109 <i>Get Up and Go!</i> <i>myBook2</i> pp. 108–119	Retell pp. T116–T117 <i>Brontorina</i> <i>myBook2</i> pp. 122–153	Characters* pp. T124–T125 <i>Brontorina</i> <i>myBook2</i> pp. 122–155
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text* Drafting I: Elements of a Procedural Text p. W55	Procedural Text Drafting II: Choosing the Right Words p. W56	Procedural Text Drafting III: Adding Art p. W57	Procedural Text Revising I: Time Order Words p. W58	Procedural Text Revising II: Grouping p. W59
Grammar: Proper Nouns and Capitalization* p. W256	Grammar: Names for People, Animals, Places, and Things* p. W257	Grammar: Titles for People* p. W258	Grammar: Review Exclamations p. W234	Grammar: Connect to Writing: Using Proper Nouns p. W260

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Grade 1 Module 4 Week 2 (Jan 28 - Feb 11)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - *Chicks Hatch*, pp. T84–T85
 - *Ducks Hatch*, pp. T94–T95
 - *Dogs*, pp. T104–T105
 - *Foxes*, pp. T112–T113
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Digraph *th* (Session 158)
 - Phonics: Digraphs *sh, wh, ph* (Session 166)
 - Phonics: Digraphs *ch, tch* (Session 162)
 - Phonics: Base Words and Endings *-s, -es, -ed, -ing* (Session 159)
 - Phonemic Awareness: Blend Phonemes (Session 49)
 - Phonemic Awareness: Segment Phonemes (Session 51)
 - Phonemic Awareness: Add Phonemes (Session 54)
 - Phonemic Awareness: Substitute Phonemes (Session 55)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *Get Up and Go!*
 - Generative Vocabulary: Compound Words

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 13: Topic and Central Idea
 - 9: Synthesize
 - 20–21: Text Features
 - 5: Retell
 - 16: Characters
- Read and Respond Journal
 - *Pop Takes a Trip* (retell, characters)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 11.1–11.3: Synthesize

Literacy Centers, pp. T76–T77

Grade 1 Module 4 Week 3 (Feb 12 - March 6)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
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 Language pp. T142–T143	Introduce Power Words pp. T152–T153	Review Power Words pp. T162–T163	Generative Vocabulary* Suffixes <i>-et, -est</i> pp. T170–T171	Cumulative Vocabulary Review pp. T178–T179
Reading	Reading	Reading	Reading	Reading
Point of View* pp. T144–T145 <i>The Great Ball Game</i> (Read Aloud Book)	Make Connections pp. T154–T155 <i>If You Plant a Seed</i> myBook2 pp. 156–175	Theme* pp. T164–T165 <i>If You Plant a Seed</i> myBook2 pp. 156–175	Topic and Central Idea* pp. T168–T169 <i>Color Your World with Kindness</i> myBook2 pp. 178–181	Module Wrap-Up pp. T180–T181
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text Revising III: Revising for Clarity and Precision p. W60	Procedural Text Editing I: Reviewing for Grammar p. W61	Procedural Text Editing II: Preparing to Publish p. W62	Procedural Text Publishing p. W63	Procedural Text Sharing p. W64
Grammar: Commands* p. W211	Grammar: Commands with <i>That, This, Those</i>* p. W212	Grammar: Commands with <i>That, These, Those</i> p. W213	Grammar: Review Kinds of Sentences p. W239	Grammar: Using Commands p. W215

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Grade 1 Module 4 Week 3 (Feb 12 - March 6)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - *Hill Cats*, pp. T140–T141
 - *Kids Skip*, pp. T150–T151
 - *Up Hills*, pp. T160–T161
 - *Sleds Slip*, pp. T168–T169
- Phonics Interactive Practice
Riddle in the Middle: Review *sh, th, st*
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Blends with *s* (Session 152)
 - Phonemic Awareness: Blend Phonemes (Session 49)
 - Phonemic Awareness: Segment Phonemes (Session 51)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *If You Plant a Seed*
 - Generative Vocabulary: Suffixes *-er, -est*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 19: Point of View
 - 7: Make Connections
 - 18: Theme
 - 13: Topic and Central Idea
 - 9: Synthesize
- Read and Respond Journal
 - *Who Can Help Cat?* (Theme)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 12.1–12.3: Justify

Literacy Centers, pp. T132–T133

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 Procedural Text 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					