





**P352X Grade 1 SA**  
**HMH Into Reading**  
**2025-26**  
**Marking Period 4: March 9 - May 1 (7 weeks)**

	<b>Materials</b>	<b>Evidence of Student Learning</b>	<b>Assessments</b>
<b>Build Knowledge and Language</b>  	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 <b>Module 8, Week 1: MARCH 25, 2026</b> <b>Module 8, Week 2: APRIL 17, 2026</b> <b>Module 8, Week 3: MAY 1, 2026</b>
<b>Reading and Vocabulary</b>  	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 <b>Module 8, Week 1: MARCH 25, 2026</b> <b>Module 8, Week 2: APRIL 17, 2026</b> <b>Module 8, Week 3: MAY 1, 2026</b>
<b>Writing Workshop</b>  	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Personal Narrative	HMH Into Reading Weekly Assessments <b>Module 8, Week 1: MARCH 25, 2026</b> <b>Module 8, Week 2: APRIL 17, 2026</b> <b>Module 8, Week 3: MAY 1, 2026</b>  P352X Personal Narrative Rubric
<b>Foundational Skills (Foundations)</b>  	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 8

### How to Use this Editable Weekly Plan

- Review each week’s plan, focusing on the non-shaded priority instruction and the skills tested on 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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\*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 8 Week 1 (March 9 - March 25)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Build Knowledge &amp; Language</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Module Launch</b> pp. T204—T205	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>
<b>Foundational Skills</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Foundations:</b> 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.	<b>Introduce Oral Vocabulary</b> pp. T222—T223	<b>Introduce Power Words</b> pp. T232—T233	<b>Review Power Words</b> p. T240	<b>Vocabulary Strategy*</b> Classify and Categorize pp. T248—T249
			<b>Generative Vocabulary*</b> Words About Actions and Directions p. T241	

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Grade 1 Module 8 Week 1, continued (March 9 - March 25)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Text Features *</b> pp. T214—T215 <i>Follow the Story Path</i> <i>myBook4</i> pp. 80—81	<b>Theme</b> pp. T224—T225 <i>Chicken Little</i> (Big Book)	<b>Create Mental Images</b> pp. T234—T235 <i>Interrupting Chicken</i> <i>myBook4</i> pp. T82—T109	<b>Characters*</b> pp. T242—T243 <i>Interrupting Chicken</i> <i>myBook4</i> pp. 82-109	<b>Digital Texts and Features</b> pp. T250—T251
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Personal Narrative</b> Introducing the Focal Text p. W114	<b>Personal Narrative</b> The Read p. W115	<b>Personal Narrative</b> Vocabulary p. W116	<b>Personal Narrative</b> Prewriting I: Finding a Topic p. W117	<b>Personal Narrative</b> Prewriting II: Developing a Topic p. W118
<b>Grammar: Possessive Pronouns*</b> p. W276	<b>Grammar: Using My, Your, His, and Her*</b> p. W277	<b>Grammar: Using Mine, Yours, His, Hers, Their, and Theirs*</b> p. W278	<b>Grammar: Review Names of Months, Days, and Holidays</b> p. W264	<b>Grammar: Connect to Writing: Using Possessive Pronouns</b> p. W280

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**Grade 1 Module 8 Week 1 (March 9 - March 25)**

**Small Group/Independent Options**

**Practice and Reinforce Foundational Skills**

- Start Right Readers
  - Book 4 *Will It Be Fun*, pp. T100—T107
  - Book 4 *Coal and Snow*, pp. T108—T115
  - Book 4 *Stop and Shop*, pp. T116—T123
  - Book 4 *Home Sweet Home*, pp. T124—T131
- Phonics Interactive Practice
  - Riddle in the Middle: Long o (oa, ow)
  - *Fill in the Space: Long o, i (oe, ie)*
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Long o Spelled oa, ow, oe (Session 190)
  - Phonics: Words with Long i Spelling Patterns igh, y, ie (Session 222)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonemic Awareness: Isolate Medial Sound (Session 45)
  - Phonemic Awareness: Identify Phonemes (Session 47)

**Practice and Reinforce Vocabulary**

- Vocabulary Interactive Practice
  - Power Words: Interrupting Chicken
  - Generative Vocabulary: Words About Actions, Directions, and Positions
  - Vocabulary Strategy: Classify and Categorize

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 20-21: Text Features
  - 18: Theme
  - 3: Create Mental Images
  - 16: Characters
  - 36: Digital Texts and Features
- Read and Respond Journal
  - *Jake's Best Race* (Characters, Theme)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 22.1—22.3: Solve Problems

**Literacy Centers, pp. T202—T203**

Grade 1 Module 8 Week 2 (March 26 - April 17)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Foundations:</b> 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.	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Introduce Oral Vocabulary</b> pp. T268—T269	<b>Introduce Power Words</b> pp. T278—T279	<b>Review Power Words</b> pp. T288—T289	<b>Generative Vocabulary*</b> Suffix -ly pp. T296—T297	<b>Review Power Words</b> pp. T304—T305
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Theme</b> pp. T270—T271 <i>Red Knit Cap Girl and the Reading Tree</i> (Read Aloud Book)	<b>Make Connections</b> pp. T280—T281 <i>Little Red Riding Hood</i> <i>myBook4</i> pp. 112-129	<b>Elements of Drama*</b> pp. T290—T291 <i>Little Red Riding Hood</i> <i>myBook4</i> pp. 112-131	<b>Make Inferences</b> pp. T298—T299 <i>The Grasshopper &amp; The Ants</i> <i>myBook4</i> pp. T298—T299	<b>Setting*</b> pp. T306—T307 <i>The Grasshopper &amp; The Ants</i> <i>myBook4</i> pp. 133—157

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Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<b>Personal Narrative</b> Drafting I: Shaping the Draft p. W119	<b>Personal Narrative</b> Drafting II: Elements of a Narrative p. W120	<b>Personal Narrative</b> Drafting III: Writing Dialogue p. W121	<b>Personal Narrative</b> Drafting IV: Adding Art p. W122	<b>Personal Narrative</b> Revising 1: Grouping p. W123
<b>Grammar: Indefinite Pronouns*</b> p. W281	<b>Grammar: Indefinite Pronouns for Nouns Not Named*</b> p. W282	<b>Grammar: Using Indefinite Pronouns*</b> p. W283	<b>Grammar: Review Future Tense</b> p. W304	<b>Grammar: Connect to Writing: Using Indefinite Pronouns</b> p. W285

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**Grade 1 Module 8 Week 2 (March 26 - April 17)**

**Small Group/Independent Options**

**Practice and Reinforce Foundational Skills**

- Start Right Readers
  - Book 4: *Gail's Big Wish*, pp. T132—T139
  - Book 4: *Gail's Plane Trip*, pp. T140—T147
  - Book 4: *Gull's Fly*, pp. T148—T155
  - Book 4: *Can It Fly?*, pp. T156—T163
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with Long i Spelling Patterns igh, y, ie (Session 222)
  - Phonics: Long Vowel Pattern Spelling Patterns: a, e, i, o, u (Session 226)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonemic Awareness: Add Phonemes (Session 54)
  - Phonemic Awareness: Delete Phonemes (Session 221)

**Practice and Reinforce Vocabulary**

- Vocabulary Interactive Practice
  - Power Words: Little Red Riding Hood
  - Generative Vocabulary: Suffix -ly
  - Power Words: The Grasshopper and the Ants

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 18: Theme
  - 7: Make Connections
  - 25: Elements of Drama
  - 6: Make Inferences
  - 11: Setting
- Read and Respond Journal
  - *What Can You Do?* (Make Inferences)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 23.1–23.3: Infer

**Literacy Centers, pp. T258–T259**

Grade 1 Module 8 Week 3 (April 20 - May 1)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<p><b>Foundations:</b> Choose the Level appropriate for your students and teach the lessons in order.</p> <p>Teach one Lesson (30-45 minutes) every day.</p> <p>Each Foundations lesson should consist of 3-5 activities that are rotated daily.</p>	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p><b>Introduce Oral Language</b> pp. T324—T325</p>	<p><b>Introduce Power Words</b> pp. T334—T335</p>	<p><b>Review Power Words</b> pp. T344—T345</p>	<p><b>Generative Vocabulary*</b> Suffix -ly pp. T352—T353</p>	<p><b>Cumulative Vocabulary Review</b> pp. T360—T361</p>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<p><b>Point of View</b> pp. T326—T327 <i>My Name is Gabriela</i> (Read Aloud Book)</p>	<p><b>Synthesize</b> pp. T336—T337 <i>Thank You, Mr. Aesop</i> myBook4 pp. 158—165</p>	<p><b>Topic and Central Idea*</b> pp. T346—T347 <i>Thank You, Mr. Aesop</i> myBook4 pp. 158-167</p>	<p><b>Characters*</b> pp. T354—T355 <i>The Tortoise and the Hare</i> myBook4 pp. 168—171</p>	<p><b>Module Wrap-Up</b> pp. T362—T363</p>

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<b>Personal Narrative</b> Revising II: Using Vivid Verbs p. W124	<b>Personal Narrative</b> Revising III: Using Vivid Adjectives p. W125	<b>Personal Narrative</b> Editing: Clocking p. W126	<b>Personal Narrative</b> Publishing p. W127	<b>Personal Narrative</b> Sharing p. W128
<b>Grammar: Contractions*</b> p. W336	<b>Grammar: Contractions with Not*</b> p. W337	<b>Grammar: Contractions with Pronouns*</b> p. W338	<b>Grammar: Review Prepositions and Prepositional Phrases p.</b> W334	<b>Grammar: Using Contraction</b> p. W340

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**Grade 1 Module 8 Week 3 (April 20 - May 1)**

**Small Group/Independent Options**

**Practice and Reinforce Foundational Skills**

- Start Right Readers
  - Book 4: *Gram's Farm*, pp. T164—T171
  - Book 4: *Big Red Barn*, pp. T172—T179
  - Book 4: *Farms*, pp. T180—T187
  - Book 4: *Barns*, pp. T188—T195
- Phonics Interactive Practice
  - Riddle in the Middle: r-controlled Vowel *ar*
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with r-Controlled Vowel *a* (ar) (Session 199)
  - Phonics: Two-Syllable Words (VCCV Pattern) (Session 232)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonemic Awareness: Substitute Phonemes: Medial (Session 169)
  - Phonemic Awareness: Segment Phonemes (Session 51)

**Practice and Reinforce Vocabulary**

- Vocabulary Interactive Practice
  - Power Words: *Thank You, Mr. Aesop*
  - Generative Vocabulary: Suffix *-ly*

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 19: Point of View
  - 9: Synthesize
  - 13: Topic and Central Idea
  - 16: Characters
- Read and Respond Journal
  - *Pet Dreams* (Characters)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 24.1—24.3: Sequence

**Literacy Centers**, pp. T314—T315

**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
<b>HMH Module Lesson Number</b>					
<b>Skill Areas Addressed</b>					
<b>Assessment</b>					
<b>Materials Needed</b>					
<b>Differentiation</b>					

**P352X Personal Narrative Rubric (Grade 1)**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations	Score
	1	2	3	4	
<b>Organization/ Progression</b>	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.	
<b>Development of Ideas</b>	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.	
<b>Conventions/ Sentence Fluency</b>	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.	
<b>Overall Score</b>					
<b>Notes</b>					