





**P352X Grade 1 SA**  
**HMH Into Reading**  
**2025-26**  
**Marking Period 5: May 4 - June 26 (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 9, Week 1: MAY 19, 2026</b> <b>Module 9, Week 2: JUNE 10, 2026</b> <b>Module 9, Week 3: JUNE 26, 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 9, Week 1: MAY 19, 2026</b> <b>Module 9, Week 2: JUNE 10, 2026</b> <b>Module 9, Week 3: JUNE 26, 2026</b>
<b>Writing Workshop</b> 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Descriptive Essay	HMH Into Reading Weekly Assessments <b>Module 9, Week 1: MAY 19, 2026</b> <b>Module 9, Week 2: JUNE 10, 2026</b> <b>Module 9, Week 3: JUNE 26, 2026</b>  P352X Descriptive Essay 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

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

## Editable Weekly Plan: Grade 1 Module 9

### 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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Grade 1 Module 9 Week 1 (May 4 - May 19)				
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. T386—T387	Fundations	Fundations	Fundations	Fundations
<b>Foundational Skills</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Fundations:</b> 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.	<b>Introduce Oral Vocabulary</b> pp. T404—T405	<b>Introduce Power Words</b> pp. T414—T415	<b>Review Power Words</b> p. T422	<b>Vocabulary Strategy*</b> Reference Sources pp. T430—T431
			<b>Generative Vocabulary*</b> Words About Places and Things p. T423	

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Grade 1 Module 9 Week 1, continued (May 4 - May 19)				
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>Elements of Poetry*</b> pp. T396—T397 <i>Plant Pairs</i> myBook 5 pp. 6–7	<b>Elements of Poetry*</b> pp. T406—T407 <i>If I Were a Tree</i> (Big Book)	<b>Evaluate</b> pp. T416—T417 <i>So You Want to Grow a Taco?</i> myBook 5 pp. 8–27	<b>Text Organization*</b> pp. T424—T425 <i>So You Want to Grow a Taco?</i> myBook 5 pp. 8–29	<b>Media Literacy: Nonfiction Forms</b> pp. T432—T433
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Descriptive Essay</b> Introducing the Focal Text p. W130	<b>Descriptive Essay</b> The Read p. W131	<b>Descriptive Essay</b> Vocabulary p. W132	<b>Descriptive Essay</b> Prewriting I: Finding a Topic p. W133	<b>Descriptive Essay</b> Prewriting II: Developing a Topic p. W134
<b>Grammar: Exclamations*</b> p. W231	<b>Grammar: Using Exclamations*</b> p. W232	<b>Grammar: Writing Exclamations*</b> p. W233	<b>Grammar: Review Adjectives that Compare</b> p. W324	<b>Grammar: Connect to Writing: Using Exclamations*</b> p. W235

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<b>Grade 1 Module 9 Week 1 (May 4 - May 19)</b>	
<b>Small Group/Independent Options</b>	
<p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>● Phonics Interactive Practice               <ul style="list-style-type: none"> <li>○ Riddle in the Middle: Two-syllable Words</li> </ul> </li> <li>● Start Right Readers               <ul style="list-style-type: none"> <li>○ <i>Seashore Fun</i>, pp. T394—T395</li> <li>○ <i>Sand, Sun, and Sea</i>, pp. T402—T403</li> <li>○ <i>Shells</i>, pp. T412—T413</li> <li>○ <i>Sharks</i>, pp. T420—T421</li> </ul> </li> <li>● Blending Board</li> <li>● Foundational Skills and Word Study Studio               <ul style="list-style-type: none"> <li>○ Phonics: Words with r-controlled vowel <i>o</i> (or, ore) (Session 200)</li> <li>○ Phonics: Words with r-controlled vowel <i>a</i> (ar) (Session 199)</li> <li>○ Phonemic Awareness: Segment Syllables (Session 213)</li> <li>○ Phonemic Awareness: Segment Phonemes (Session 51)</li> </ul> </li> </ul>	<p><b>Practice and Reinforce Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice               <ul style="list-style-type: none"> <li>○ Power Words: <i>So You Want to Grow a Taco?</i></li> <li>○ Generative Vocabulary: Words About Places and Things</li> <li>○ Vocabulary Strategy: Reference Sources</li> </ul> </li> </ul> <p><b>Reinforce Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading               <ul style="list-style-type: none"> <li>○ 24: Elements of Poetry</li> <li>○ 8: Evaluate</li> <li>○ 22: Text Organization</li> <li>○ 33: Nonfiction forms</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>How to Plant a Tree</i> (evaluate, text organization)</li> </ul> </li> </ul> <p><b>Support English Language Development</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development               <ul style="list-style-type: none"> <li>○ 25.1–25.3: Analyze</li> </ul> </li> </ul> <p><b>Literacy Centers</b>, pp. T384—T385</p>

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Grade 1 Module 9 Week 2 (May 20 - June 10)				
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.	Foundations	Foundations	Foundations	Foundations
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Introduce Oral Vocabulary</b> pp. T450—T451	<b>Introduce Power Words</b> pp. T460—T461	<b>Review Power Words</b> pp. T470—T471	<b>Generative Vocabulary*</b> Prefix <i>un-</i> pp. T478—T479	<b>Review Power Words</b> pp. T486—T487
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Story Structure*</b> pp. T452—T453 <i>The Curious Garden</i> (Read Aloud Book)	<b>Monitor and Clarify</b> pp. T462—T463 <i>Which Part do We Eat?</i> <i>myBook5</i> pp. 30—37	<b>Elements of Poetry*</b> pp. T472—T473 <i>Which Part Do We Eat?</i> <i>myBook5</i> pp. 30—39	<b>Retell</b> pp. T480—T481 <i>The Talking Vegetables</i> <i>myBook5</i> pp. 40—63	<b>Story Structure *</b> pp. T488—T489 <i>The Talking Vegetables</i> <i>myBook5</i> pp. 40-65

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Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<b>Descriptive Essay</b> Drafting I: Elements of an Informational Essay p. W135	<b>Descriptive Essay</b> Drafting II: Choosing the Right Words p. W136	<b>Descriptive Essay</b> Drafting III: Adding Art p. W137	<b>Descriptive Essay</b> Revising I: Transition Words p. W138	<b>Descriptive Essay</b> Revising II: Grouping p. W139
<b>Grammar: Kinds of Sentences*</b> p. W236	<b>Grammar: Identifying Kinds of Sentences*</b> p. W237	<b>Grammar: Kinds of Compound Sentences*</b> p. W238	<b>Grammar: Review the Pronouns <i>I</i> and <i>Me</i></b> p. W274	<b>Grammar: Connect to Writing: Using Different Kinds of Sentences</b> p. W240

**Grade 1 Module 9 Week 2 (May 20 - June 10)**

**Small Group/Independent Options**

**Practice and Reinforce Foundational Skills**

- Phonics Interactive Practice
  - Fill in the Space: *r*-Controlled Vowels *er, ir, ur*
- Start Right Readers
  - *The Hurt Bird*, pp. T448—T449
  - *Birds of Farms and Yards*, pp. T458—T459
  - *Marsh Birds*, pp. T468—T469
  - *Seabirds*, pp. T476—T477
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with r-controlled vowels *e, i u* (*er, ir, ur*) (Session 203)
  - Phonics: Words with r-controlled vowel *a* (*ar*) (Session 199)
  - Phonics: Words with r-controlled vowel *o* (*or, ore*) (Session 200)
  - Phonics: Two-Syllable Words (VCCV Pattern) (Session 232)
  - Phonemic Awareness: Blend Phonemes (session 49)
  - Phonemic Awareness: Segment Phonemes (Session 51)

**Practice and Reinforce Vocabulary**

- Vocabulary Interactive Practice
  - Power Words: *Which Part Do We Eat?*
  - Generative Vocabulary: Prefix *un-*
  - Power Words: *The Talking Vegetables*

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 17: Story Structure
  - 2: Monitor and Clarify
  - 24: Elements of Poetry
  - 5: Retell
- Read and Respond Journal
  - *When Tom Grows Up* (retell, story structure)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 26.1–26.3: Predict

**Literacy Centers, pp. T440—T441**

Grade 1 Module 9 Week 3 (June 11 - June 26)				
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>
<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.	Foundations	Foundations	Foundations	Foundations
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Introduce Oral Language</b> pp. T506—T507	<b>Introduce Power Words</b> pp. T516—T517	<b>Review Power Words</b> pp. T526—T527	<b>Generative Vocabulary*</b> Prefix un- pp. T534—T535	<b>Cumulative Vocabulary Review</b> pp. T542—T543
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Text Features</b> pp. T508—T509 <i>Amazing Plant Bodies</i> (Read Aloud Book)	<b>Ask and Answer Questions</b> pp. T518—T519 <i>Yum! ¡MmMm! ¡Qué rico!:</i> <i>Americas' Sproutings</i> <i>myBook5</i> pp. 66-73	<b>Elements of Poetry*</b> pp. T528—T529 <i>Yum! ¡MmMm! ¡Qué rico!:</i> <i>Americas' Sproutings</i> <i>myBook5</i> pp. 66-75	<b>Chronological Order*</b> pp. T536—T537 <i>A Year In The Garden</i> <i>myBook5</i> pp. 76—79	<b>Module Wrap-Up</b> pp. T544—T545

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Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<b>Descriptive Essay</b> Revising III: Adding Detail p. W140	<b>Descriptive Essay</b> Editing I: Reviewing for Grammar p. W141	<b>Descriptive Essay</b> Editing II: Preparing to Publish p. W142	<b>Descriptive Essay</b> Publishing p. W143	<b>Descriptive Essay</b> Sharing p. W144
<b>Grammar: Adjectives*</b> p. W316	<b>Grammar: Adjectives for Taste and Smell*</b> p. W317	<b>Grammar: Adjectives for Sound and Texture*</b> p. W318	<b>Grammar: Review the Verb <i>Be</i></b> p. W299	<b>Grammar: Connect to Writing: Using Adjectives for the Senses</b> p. W320

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**Grade 1 Module 9 Week 3 (June 11 - June 26)**

**Small Group/Independent Options**

**Practice and Reinforce Foundational Skills**

- Start Right Readers
  - *Little Animals*, pp. T504—T505
  - *Big Birds and Chicks* pp. T514—T515
  - *Skunk Kits*, pp. T524—T525
  - *Little Chimps*, pp. T532—T533
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Final *ng, nk* (Session 184)
  - Phonics: Base Words and Inflections *-ed, -ing, -er, -est, -es* (Session 223)
  - Phonological Awareness: Blend Syllables (Session 33)
  - Phonological Awareness: Change Syllables (Session 35)
  - Phonemic Awareness: Segment Syllables (Session 213)
  - Phonological Awareness: Change Syllables (Session 35)
  -

**Practice and Reinforce Vocabulary**

- Vocabulary Interactive Practice
  - Power Words: *Yum! ¡MmMm! ¡Qué rico!: Americas' Sproutings*
  - Generative Vocabulary: Prefix *un-*

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 20-21: Text Features
  - 1: Ask and Answer Questions
  - 24: Elements of Poetry
  - 26: Chronological Order
  - 9: Synthesize
- Read and Respond Journal
  - *Ant's Grand Feast* (Elements of Poetry)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 27.1–27.3: Compare and Contrast

**Literacy Centers**, pp. T496—T497

**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 Descriptive Essay 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>					