


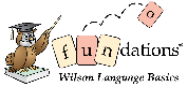




P352X Grade K SA
HMH Into Reading
2025-26

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

Grade K - Module 1

	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 1, Week 1: OCT. 6, 2025 Module 1, Week 2: OCT. 17, 2025 Module 1, Week 3: OCT. 30, 2025 Module 1, Week 4: 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. 6, 2025 Module 1, Week 2: OCT. 17, 2025 Module 1, Week 3: OCT. 30, 2025 Module 1, Week 4: NOV. 13, 2025
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Opinion Piece	HMH Into Reading Weekly Assessments Module 1, Week 1: OCT. 6, 2025 Module 1, Week 2: OCT. 17, 2025 Module 1, Week 3: OCT. 30, 2025 Module 1, Week 4: NOV. 13, 2025 P352X Opinion Piece 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

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Editable Weekly Plan: Grade K 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*.

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Grade K Module 1 Week 1 (September 4 - October 6)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Introduce the Topic: Curious About Kindergarten pp. T26–T27	Oral Language p. T38 Interactive Reading p. T39 <i>Keisha Ann Can!</i> (Read Aloud Book); BookStix 1.1a	Characters and Setting* pp. T48–T49 <i>Keisha Ann Can!</i> (Read Aloud Book) <i>myBook</i> p. 4 Read Aloud pp. T50–T51 <i>School Day!</i> (Big Book); BookStix 1.1b	Shared Reading pp. T60–T61 <i>School Day!</i> (Big Book); BookStix 1.1b	Response to Text p. T70 <i>Keisha Ann Can!</i> (Read Aloud Book) <i>School Day!</i> (Big Book) <i>myBook</i> p. 5 Oral Language p. T71
Reading and Vocabulary				
Read Aloud pp. T28–T29 <i>Keisha Ann Can!</i> (Read Aloud Book); BookStix 1.1a				
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
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
We Are Writers pp. T34–T35	What Is Opinion Writing? pp. T44–T45	Step by Step p. T56 Interactive Writing: Opinion p. T57	Grammar: Proper Nouns p. T66 Interactive Writing: Opinion p. T67	Grammar: Common Nouns p. T76 Interactive Writing: Opinion p. T77

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Grade K Module 1 Week 1 (September 4 - October 6)	
Small Group/Independent Options	
<p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> ● Alphabet Knowledge Interactive Practice ● Start Right Readers <ul style="list-style-type: none"> ○ Book 1, Aa–Bb, p. 4 ○ Book 1, Cc–Ff, p. 12 ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Print Concepts: Distinguish Letters and Numbers (Session 4) ○ Letter Knowledge: Letter Names <i>Aa</i> (Session 5) ○ Letter Knowledge: Letter Names <i>Bb</i> (Session 6) ○ Letter Knowledge: Letter Names <i>Cc</i> (Session 7) ○ Letter Knowledge: Letter Names <i>Dd</i> (Session 8) ○ Letter Knowledge: Letter Names <i>Ee</i> (Session 9) ○ Letter Knowledge: Letter Names <i>Ff</i> (Session 10) ○ Phonological Awareness: Words in a Sentence (Session 32) ○ Phonological Awareness: Recognize Rhyming Words (Session 36) 	<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 25: Story Elements <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: Ask for Assistance <p>Literacy Centers, pp. T15–T19</p>

Grade K Module 1 Week 2 (October 7 - October 17)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Build Knowledge & Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Oral Language p. T87 Determine Word Meaning p. T88	Oral Language p. T98 Interactive Reading p. T99 <i>A Squiggly Story</i> (Read Aloud Book); BookStix 1.2a	Plot: Beginning, Middle, End* pp. T108–T109 <i>A Squiggly Story</i> (Read Aloud Book) myBook p. 7 Read Aloud pp. T110–T111 <i>One Happy Classroom</i> (Big Book); BookStix 1.2b	Shared Reading pp. T120–T121 <i>One Happy Classroom</i> (Big Book)	Response to Text p. T130 <i>One Happy Classroom</i> (Big Book) myBook p. 8 Oral Language p. T131
Reading and Vocabulary				
Read Aloud pp. T88–T89 <i>A Squiggly Story</i> (Read Aloud Book); BookStix 1.2a				
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
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Planning an Opinion Piece pp. T94–T95	Organizing an Opinion Piece pp. T104–T105	Drafting an Opinion Piece pp. T116–T117	Revising an Opinion Piece pp. T126–T127	Publishing an Opinion Piece pp. T136–T137

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Grade K Module 1 Week 2 (October 7 - October 17)	
Small Group/Independent Options	
<p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> ● Alphabet Knowledge Interactive Practice ● Start Right Readers <ul style="list-style-type: none"> ○ Book 1, Aa–Bb, p. 4 ○ Book 1, Cc–Ff, p. 12 ○ Book 1, Gg–Kk, p. 20 ○ Book 1, Ll–Pp, p. 28 ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Letter Knowledge: Letter Names <i>Gg</i> (Session 11) ○ Letter Knowledge: Letter Names <i>Hh</i> (Session 12) ○ Letter Knowledge: Letter Names <i>Ii</i> (Session 13) ○ Letter Knowledge: Letter Names <i>Jj</i> (Session 14) ○ Letter Knowledge: Letter Names <i>Kk</i> (Session 15) ○ Letter Knowledge: Letter Names <i>Ll</i> (Session 16) ○ Letter Knowledge: Letter Names <i>Mm</i> (Session 17) ○ Letter Knowledge: Letter Names <i>Nn</i> (Session 18) ○ Letter Knowledge: Letter Names <i>Oo</i> (Session 19) ○ Letter Knowledge: Letter Names <i>Pp</i> (Session 20) ○ Phonological Awareness: Words in a Sentence (Session 32) ○ Phonological Awareness: Recognize Rhyming Words (Session 36) 	<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 19: Plot <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 1.2–1.3: Ask for Assistance <p>Literacy Centers, pp. T15–T19</p>

Grade K Module 1 Week 3 (October 21 - October 30)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Build Knowledge & Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Oral Language p. T146 Determine Word Meaning p. T147	Oral Language p. T158 Interactive Reading p. T159 <i>Kindergarten Kids</i> (Read Aloud Book); BookStix 1.3a	Rhythm and Rhyme* pp. T168–T169 <i>Kindergarten Kids</i> (Read Aloud Book) myBook p. 10 Read Aloud pp. T170–T171 <i>School Bus</i> (Big Book); BookStix 1.3b	Shared Reading pp. T180–T181 <i>School Bus</i> (Big Book)	Response to Text p. T190 <i>School Bus</i> (Big Book) myBook p. 11 Oral Language p. T191
Reading and Vocabulary				
Read Aloud pp. T148–T149 <i>Kindergarten Kids</i> (Read Aloud Book); BookStix 1.3a				
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
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Choosing a Topic pp. T154 Interactive Writing: Opinion p. T155	Grammar: Verbs p. T164 Interactive Writing: Opinion p. T165	Say It Out Loud p. T176 Interactive Writing: Opinion p. T177	Grammar: Verbs p. T186 Interactive Writing: Opinion p. T187	Tell Me Why p. T196 Interactive Writing: Opinion p. T197

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Grade K Module 1 Week 3 (October 21 - October 30)	
Small Group/Independent Options	
<p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> ● Alphabet Knowledge Interactive Practice ● Start Right Readers <ul style="list-style-type: none"> ○ Book 1, Gg–Kk, p. 20 ○ Book 1, Ll–Pp, p. 28 ○ Book 1, Qq–Uu, p. 36 ○ Book 1, Vv–Zz, p. 44 ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Letter Knowledge: Letter Names <i>Qq</i> (Session 21) ○ Letter Knowledge: Letter Names <i>Rr</i> (Session 22) ○ Letter Knowledge: Letter Names <i>Ss</i> (Session 23) ○ Letter Knowledge: Letter Names <i>Tt</i> (Session 24) ○ Letter Knowledge: Letter Names <i>Uu</i> (Session 25) ○ Letter Knowledge: Letter Names <i>Vv</i> (Session 26) ○ Letter Knowledge: Letter Names <i>Ww</i> (Session 27) ○ Letter Knowledge: Letter Names <i>Xx</i> (Session 28) ○ Letter Knowledge: Letter Names <i>Yy</i> (Session 29) ○ Letter Knowledge: Letter Names <i>Zz</i> (Session 30) ○ Phonological Awareness: Recognize Rhyming Words (Session 36) ○ Phonological Awareness: Segment Syllables (Session 34) 	<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 5: Check for Understanding <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 2.1–2.2: Express Likes and Dislikes <p>Literacy Centers, pp. T15–T19</p>

Grade K Module 1 Week 4 (October 31 - November 14)				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Build Knowledge & Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Oral Language p. T206 Determine Word Meaning p. 207	Oral Language p. T218 Interactive Reading p. T219 <i>Schools Around the World</i> (Read Aloud Book); BookStix 1.4a	Topic and Central Idea* pp. T228–T229 <i>Schools Around the World</i> (Read Aloud Book) myBook p. 13 Read Aloud pp. T230–T231 <i>Annie, Bea, and Chi Chi Dolores</i> (Big Book); BookStix 1.4b	Shared Reading pp. T240–T241 <i>School Bus</i> (Big Book)	Response to Text p. T250 <i>Schools Around the World</i> (Read Aloud Book) myBook p. 14 Oral Language p. T251 myBook p. 15
Reading and Vocabulary				
Read Aloud pp. T208–T209 <i>Schools Around the World</i> (Read Aloud Book); BookStix 1.4a				
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.	Fundations	Fundations	Fundations	Fundations
				Writing Workshop
				Publishing an Opinion Piece pp. T256–T257
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Build Knowledge & Language
Planning an Opinion Piece pp. T214–T215	Organizing an Opinion Piece pp. T224–T225	Drafting an Opinion Piece pp. T236–T237	Revising an Opinion Piece pp. T246–T247	Wrap Up the Topic pp. T258–T259

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Grade K Module 1 Week 4 (October 31 - November 14)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Alphabet Knowledge Interactive Practice
- Start Right Readers
 - Book 1, Qq–Uu, p. 36
 - Book 1, Vv–Zz, p. 44
 - Book 1, Mm, p. 52
 - Book 1, Ss, p. 60
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Letter/Sound *Mm* (Session 56)
 - Phonics: Letter/Sound *Ss* (Session 57)
 - Phonological Awareness: Segment Syllables (Session 34)
 - Phonemic Awareness: Isolate Initial Sound (Session 41)
 - Phonological Awareness: Blend Syllables (Session 33)

Reinforce Reading Skills and Strategies

- **Tabletop Minilessons: Reading**
 - **3: Central Idea and Key Details**

Support English Language Development

- **Tabletop Minilessons: English Language Development**
 - **2.2–2.3: Express Likes and Dislikes**

Literacy Centers, pp. T15–T19

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 Opinion Piece Rubric (Grade K)

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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