







P352X Grade K 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 3, Week 1: JAN. 23, 2026 Module 3, Week 2: FEB. 4, 2026 Module 3, Week 3: FEB. 24, 2026 Module 3, Week 4: 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 3, Week 1: JAN. 23, 2026 Module 3, Week 2: FEB. 4, 2026 Module 3, Week 3: FEB. 24, 2026 Module 3, Week 4: MARCH. 6, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Informational Text	HMH Into Reading Weekly Assessments Module 3, Week 1: JAN. 23, 2026 Module 3, Week 2: FEB. 4, 2026 Module 3, Week 3: FEB. 24, 2026 Module 3, Week 4: MARCH. 6, 2026 P352X Informational 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

* assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates lower priority instruction

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Editable Weekly Plan: Grade K Module 3

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 K Module 3 Week 1 (January 12 - January 23)				
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: My Community Heroes pp. T26–T27	Oral Language p. T38 Interactive Reading p. T39 <i>Places in My Community</i> (Read Aloud Book); BookStix 3.1a	Key Details* pp. T48–T49 <i>Places in My Community</i> (Read Aloud Book) <i>myBook</i> p. 28 Read Aloud pp. T50–T51 <i>Map My Neighborhood</i> (Big Book); BookStix 3.1b	Shared Reading pp. T60–T61 <i>Map My Neighborhood</i> (Big Book and Little Books); BookStix 3.1b	Response to Text p. T70 <i>Map My Neighborhood</i> (Big Book and Little Books) <i>myBook</i> p. 30 Oral Language p. T71
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T28–T29 <i>Places in My Community</i> (Read Aloud Book); BookStix 3.1a	Fundations	Fundations	Fundations	Fundations
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 Foundations lesson should consist of 3-5 activities that are rotated daily.				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
What Is Informational Writing? pp. T34–T35	Let's Read One: Informational Text pp. T44–T45	It's in the Details p. T56 Interactive Writing: Informational Text p. T57	Grammar: What's That? p. T66 Interactive Writing: Informational Text p. T67	Grammar: Where Am I? p. T76 Interactive Writing: Informational Text p. T77

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Grade K Module 3 Week 1 (January 12 - January 23)
Small Group/Independent Options
Practice and Reinforce Foundational Skills

- Alphabet Knowledge Interactive Practice
- Start Right Readers
 - Book 2, *See the Cat Nap*, p. 52—59
 - Book 2, *Mac the Cat*, p. 60—67
 - Book 3, *Sid*, p. 4
 - Book 3, *Sid Bit It*, p. 12
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with Short *i* (Session 83)
 - Phonological Awareness: Recognize Rhyming Words (Session 36)
 - Phonemic Awareness: Isolate Medial Sounds (Session 45)
 - Phonemic Awareness: Blend Phonemes (Session 49)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 10: Give a Summary

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 5.1–5.2: Classify

Literacy Centers, pp. T15–T19

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Grade K Module 3 Week 2 (January 26 - February 4)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Build Knowledge and Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Oral Language p. T86 Explore Word Relationships p. T87	Oral Language p. T98 Interactive Reading p. T99 <i>Quinto's Neighborhood</i> (Read Aloud Book); BookStix 3.2a	Describe Characters* pp. T108—T109 <i>Quinto's Neighborhood</i> (Read Aloud Book) <i>myBook</i> p. 31 Read Aloud pp. T110—T111 <i>ABC: The Alphabet from the Sky</i> (Big Book); BookStix 3.2b	Shared Reading pp. T120—T121 <i>ABC: The Alphabet from the Sky</i> (Big Book); BookStix 3.2b	Response to Text p. T130 <i>ABC: The Alphabet from the Sky</i> (Big Book and Little Books) <i>myBook</i> p. 33 Oral Language p. T131
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T88—T89 <i>Quinto's Neighborhood</i> (Read Aloud Book); BookStix 3.2a	Fundations	Fundations	Fundations	Fundations
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.				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Planning an Informational Text pp. T94—T95	Organizing Informational Text pp. T104—T105	Drafting an Informational Text pp. T116—T117	Revising an Informational Text pp. T126—T127	Publishing an Informational Text pp. T136—T137

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Grade K Module 3 Week 2 (January 26 - February 4)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Phonics Interactive Practice
 - Riddle in the Middle: Short *a*
- Start Right Readers
 - Book 3, *Sid*, p. 4
 - Book 3, *Sid Bit It*, p. 12
 - Book 3, *Tab Ran*, p. 20
 - Book 3, *Can It Fit*, p. 28
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with *r* (Session 87)
 - Phonics: Words with *f* (Session 78)
 - Phonemic Awareness: Identify Initial Sounds (Session 41)
 - Phonemic Awareness: Isolate Initial Sounds (Session 41)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 4: Character Clues

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 5.2-5.3: Classify

Literacy Centers, pp. T15–T19

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Grade K Module 3 Week 3 (February 5 - February 24)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Build Knowledge and Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Oral Language p. T146 Explore Word Relationships p. T147	Oral Language p. T158 Interactive Reading p. T159 <i>A Bucket of Blessings</i> (Read Aloud Book); BookStix 3.3a	Theme* pp. T168—T169 <i>A Bucket of Blessings</i> (Read Aloud Book) <i>myBook</i> p. 34 Read Aloud pp. T170—T171 <i>Bo and Peter</i> (Big Book); BookStix 3.3b	Shared Reading pp. T180—T181 <i>Bo and Peter</i> (Big Book and Little Books); BookStix 3.3b	Response to Text p. T190 <i>Bo and Peter</i> (Big Book and Little Books) <i>myBook</i> p. 36 Oral Language p. T191
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T148—T149 <i>A Bucket of Blessings</i> (Read Aloud Book); BookStix 3.3a	Fundations	Fundations	Fundations	Fundations
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.				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
List It pp. T154 Interactive Writing: Informational Text p. T155	Grammar: So Many Shapes p. T164 Interactive Writing: Informational Text p. T165	Show Your Support p. T176 Interactive Writing: Informational Text p. T177	Grammar: How Many? p. T186 Interactive Writing: Informational Text p. T187	Stick to the Topic p. T196 Interactive Writing: Informational Text p. T197

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Grade K Module 3 Week 3 (February 5 - February 24)
Small Group/Independent Options
Practice and Reinforce Foundational Skills

- Phonics Interactive Practice
 - Fill in the Space: Inflection -s
- Start Right Readers
 - Book 3, *Tab Ran!*, p. 20
 - Book 3, *Can It Fit?*, p. 28
 - Book 3, *Cans in Bins*, p. 36
 - Book 3, *The Cap*, p. 44
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Inflection -s /s/ and -s /z/ (Session 115)
 - Phonemic Awareness: Isolate Final Sounds (Session 43)
 - Phonological Awareness: Produce Rhyming Words (Session 37)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 22: Retell a Story

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 6.1–6.2: Solve Problems

Literacy Centers, pp. T15–T19

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Grade K Module 3 Week 4 (February 25 - March 6)				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Build Knowledge and Language	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary	Reading and Vocabulary
Oral Language p. T206 Explore Word Relationships p. T207	Oral Language p. T218 Interactive Reading p. T219 <i>A Piece of Home</i> (Read Aloud Book); BookStix 3.4a	Describe Characters* pp. T228–T229 <i>A Piece of Home</i> (Read Aloud Book) myBook p. 37 Read Aloud pp. T230–T231 Where We Live (Big Book Poems); BookStix 3.4b	Shared Reading pp. T240–T241 Where We Live (Big Book Poems); BookStix 3.4b	Response to Text p. T250 Where We Live (Big Book Poems) myBook p. 38 Oral Language p. T251 myBook p. 39
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T208–T209 <i>A Piece of Home</i> (Read Aloud Book); BookStix 3.4a				
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.				
				Writing Workshop
				Publishing Informational Text pp. T256–T257
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Build Knowledge and Language
Planning an Informational Text pp. T214–T215	Organizing Informational Text pp. T224–T225	Drafting an Informational Text pp. T236–T237	Revising an Informational Text pp. T246–T247	Wrap Up the Topic pp. T258–T259

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Grade K Module 3 Week 4 (February 25 - March 6)
Small Group/Independent Options
Practice and Reinforce Foundational Skills

- Phonics Interactive Practice
 - Riddle in the Middle: Consonants *c* and *p*
- Start Right Readers
 - Book 3, *Cans in Bins*, p. 36
 - Book 3, *The Cap*, p. 44
 - Book 3, *Nat and Mac* p. 52
 - Book 3, *Fit It!*, p. 60
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Inflection *-s /s/* and *-s /z/* (Session 115)
 - Phonological Awareness: Blend Onset and Rime (Session 39)
 - Phonemic Awareness: Isolate Final Sound (Sound 43)
 - Phonological Awareness: Segment Onset and Rime (Session 40)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 4: Character Clues

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 6.2–6.3: Solve Problems

Literacy Centers, pp. T15–T20

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Teacher's Guide = pp. T

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					

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P352X Informational Text 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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