





**P352X Grade K 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 4, Week 1: MARCH 19, 2026</b> <b>Module 4, Week 2: APRIL 1, 2026</b> <b>Module 4, Week 3: APRIL 21, 2026</b> <b>Module 4, Week 4: 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 4, Week 1: MARCH 19, 2026</b> <b>Module 4, Week 2: APRIL 1, 2026</b> <b>Module 4, Week 3: APRIL 21, 2026</b> <b>Module 4, Week 4: MAY 1, 2026</b>
<b>Writing Workshop</b> 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Research Writing	HMH Into Reading Weekly Assessments <b>Module 4, Week 1: MARCH 19, 2026</b> <b>Module 4, Week 2: APRIL 1, 2026</b> <b>Module 4, Week 3: APRIL 21, 2026</b> <b>Module 4, Week 4: MAY 1, 2026</b>  P352X Research Writing 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

\* assessed on Weekly Assessment and/or Module Assessment

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## Editable Weekly Plan: Grade K 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 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 4 Week 1 (March 9 - March 19)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Build Knowledge &amp; Language</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>
<b>Introduce the Topic: Happy Healthy Me</b> pp. T26–T27	<b>Oral Language</b> p. T38 <b>Interactive Reading</b> p. T39 <i>Being Fit</i> (Read Aloud Book); BookStix 4.1a	<b>Key Details*</b> pp. T48–T49 <i>Being Fit</i> (Read Aloud Book); BookStix 4.1a <i>myBook</i> p. 40 <b>Read Aloud</b> pp. T50–T51 <i>Germs Are Not for Sharing</i> (Big Book); BookStix 4.1b	<b>Shared Reading</b> pp. T60–T61 <i>Germs Are Not for Sharing</i> (Big Book and Little Books); BookStix 4.1b	<b>Response to Text</b> p. T70 <i>Germs Are Not for Sharing</i> (Big Book) <i>Being Fit</i> (Read Aloud Book) <i>myBook</i> p. 41 <b>Oral Language</b> p. T71 <i>myBook</i> p. 42
<b>Reading and Vocabulary</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Read Aloud</b> pp. T28–T29 <i>Being Fit</i> (Read Aloud Book); BookStix 4.1a	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>
<b>Foundational Skills</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 Foundations lesson should consist of 3-5 activities that are rotated daily.				
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>What Is Research?</b> pp. T34–T35	<b>Let's Read One: Research Writing</b> pp. T44–T45	<b>What Do You Wonder?</b> p. T56 <b>Interactive Writing: Research</b> p. T57	<b>Grammar: Uppercase in Font</b> p. T66 <b>Interactive Writing: Research</b> p. T67	<b>Grammar: The Big Ideas</b> p. T76 <b>Interactive Writing: Research</b> p. T77

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**Grade K Module 4 Week 1 (March 9 - March 19)**
**Small Group/Independent Options**
**Practice and Reinforce Foundational Skills**

- Phonics Interactive Practice
  - Fill in the Space: Consonants *g* and *k*
- Alphabet Knowledge Interactive Practice
- Start Right Readers
  - Book 3, *Nat and Mac*, p. 52
  - Book 3, *Fit It!*, p. 60
  - Book 4, *Big Bag*, p. 4
  - Book 4, *Kip*, p. 12
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with Hard *g* (Session 85)
  - Phonics: Works with *h*, *k* (Session 98)
  - Phonemic Awareness: Isolate Initial Sound (Session 41)
  - Phonemic Awareness: Isolate Final Sound (Session 43)

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 26: Text Features

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 7.1–7.2: Cause and Effect

**Literacy Centers, pp. T15–T19**

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Grade K Module 4 Week 2 (March 23 - April 1)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Build Knowledge and Language</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>
<b>Oral Language</b> p. T86 <b>Explore Word Relationships</b> p. T87	<b>Oral Language</b> p. T98 <b>Interactive Reading</b> p. T99 <i>Get Up and Go</i> (Read Aloud Book); BookStix 4.2a	<b>Key Details*</b> pp. T108—T109 <i>Get Up and Go</i> (Read Aloud Book) myBook p. 43 <b>Read Aloud</b> pp. T110—T111 <i>Stretch</i> (Big Book); BookStix 4.2b	<b>Shared Reading</b> pp. T120—T121 <i>Stretch</i> (Big Book and Little Books); BookStix 4.2b	<b>Response to Text</b> p. T130 <i>Stretch</i> (Big Book and Little Books) myBook p. 44 <b>Oral Language</b> p. T131 myBook p. 45
<b>Reading and Vocabulary</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Read Aloud</b> pp. T88—T89 <i>Get Up and Go</i> (Read Aloud Book); BookStix 4.2a	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>
<b>Foundational Skills</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>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Planning Research Writing</b> pp. T94—T95	<b>Organizing Research Writing</b> pp. T104—T105	<b>Drafting Research Writing</b> pp. T116—T117	<b>Revising Research Writing</b> pp. T126—T127	<b>Publishing Research Writing</b> pp. T136—T137

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**Grade K Module 4 Week 2 (March 23 - April 1)**

**Small Group/Independent Options**

**Practice and Reinforce Foundational Skills**

- Phonics Interactive Practice
  - Riddle in the Middle: Short *a*
- Start Right Readers
  - Book 4, *Big Bag*, p. 4
  - Book 4, *Kip*, p. 12
  - Book 4, *Pot of Pods*, p. 20
  - Book 4, *Bob Tips a Pot*, p. 28
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with Short *o* (Session 92)
  - Phonemic Awareness: Isolate Medial Sounds (Session 45)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonological Awareness: Produce Rhyming Words (Session 37)

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 10: Give a Summary

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 7.2—7.3: Cause and Effect

**Literacy Centers, pp. T15–T19**

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Grade K Module 4 Week 3 (April 13 - April 21)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<b>Build Knowledge and Language</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>
<b>Oral Language</b> p. T146 <b>Explore Word Relationships</b> p. T147	<b>Oral Language</b> p. T158 <b>Interactive Reading</b> p. T159 <i>Jack and the Hungry Giant</i> (Read Aloud Book); BookStix 4.3a	<b>Plot: Beginning, Middle and End*</b> pp. T168—T169 <i>Jack and the Hungry Giant</i> (Read Aloud Book); BookStix 4.3a <i>myBook</i> p. 46 <b>Read Aloud</b> pp. T170—T171 <i>Edible Colors</i> (Big Book); BookStix 4.3b	<b>Shared Reading</b> pp. T180—T181 <i>Edible Colors</i> (Big Book and Little Books); BookStix 4.3b	<b>Response to Text</b> p. T190 <i>Edible Colors</i> (Big Book and Little Books) <i>myBook</i> p. 47 <b>Oral Language</b> p. T191 <i>myBook</i> p. 48
<b>Reading and Vocabulary</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Read Aloud</b> pp. T148—T149 <i>Jack and the Hungry Giant</i> (Read Aloud Book); BookStix 4.3a	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>
<b>Foundational Skills</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>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Find It in a Book</b> pp. T154 <b>Interactive Writing: Research</b> p. T155	<b>Grammar: To the Point</b> p. T164 <b>Interactive Writing: Research</b> p. T165	<b>Talk to Experts: Sources</b> p. T176 <b>Interactive Writing: Research</b> p. T177	<b>Grammar: All Finished</b> p. T186 <b>Interactive Writing: Research</b> p. T187	<b>Find It Online</b> p. T196 <b>Interactive Writing: Research</b> p. T197

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**Grade K Module 4 Week 3 (April 13 - April 21)**
**Small Group/Independent Options**
**Practice and Reinforce Foundational Skills**

- Phonics Interactive Practice
  - Fill in the Space: Consonants *l* and *h*
- Start Right Readers
  - Book 4, *Pot of Pods*, p. 20
  - Book 4, *Bob Tips a Pot*, p. 28
  - Book 4, *Kids Hop a Lot*, p. 36
  - Book 4, *Kids Hid*, p. 44
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with *l*, *w* (Session 103)
  - Phonics: Words with *h*, *k* (Session 98)
  - Phonological Awareness: Blend Onset and Rime (Session 39)
  - Phonemic Awareness: Isolate Initial Sound (Session 41)
  - Phonemic Awareness: Blend Phonemes (Session 49)

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 22: Retell a Story

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 8.1–8.2: Compare and Contrast

**Literacy Centers, pp. T15–T19**

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Grade K Module 4 Week 4 (April 22 - May 1)				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Build Knowledge and Language</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>	<b>Reading and Vocabulary</b>
<b>Oral Language</b> p. T206 <b>Explore Word Relationships</b> p. T207	<b>Oral Language</b> p. T218 <b>Interactive Reading</b> p. T219 <i>Getting Rest</i> (Read Aloud Book); BookStix 4.4a	<b>Key Details*</b> pp. T228—T229 <i>Getting Rest</i> (Read Aloud Book); BookStix 4.4a <i>myBook</i> p. 49 <b>Read Aloud</b> pp. T230—T231 <i>Bed</i> (Big Book Poem); BookStix 4.4b	<b>Shared Reading</b> pp. T240—T241 <i>Bed</i> (Big Book Poem); BookStix 4.4b	<b>Response to Text</b> p. T250 <i>Getting Rest</i> (Read Aloud Book) <i>myBook</i> p. 50 <b>Oral Language</b> p. T251 <i>myBook</i> p. 51
<b>Reading and Vocabulary</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Read Aloud</b> pp. T208—T209 <i>Getting Rest</i> (Read Aloud Book); BookStix 4.4a	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>
<b>Foundational Skills</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>Writing Workshop</b>
				<b>Publishing Research Writing</b> pp. T256—T257
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Build Knowledge and Language</b>
<b>Planning Research Writing</b> pp. T214—T215	<b>Organizing Research Writing</b> pp. T224—T225	<b>Drafting Research Writing</b> pp. T236—T237	<b>Revising Research Writing</b> pp. T246—T247	<b>Wrap Up the Topic</b> pp. T258—T259

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**Grade K Module 4 Week 4 (April 22 - May 1)**
**Small Group/Independent Options**
**Practice and Reinforce Foundational Skills**

- Start Right Readers
  - Book 4, *Kids Hop a Lot*, p. 36
  - Book 4, *Kids Hid* p. 44
  - Book 4, *The Wig*, p. 52
  - Book 4, *Jobs!, Jobs!, Jobs!*, p. 60
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with *l, w* (Session 103)
  - Phonics: Words with *x, j* (Session 94)
  - Phonological Awareness: Blend Onset and Rime (Session 39)
  - Phonemic Awareness: Isolate Initial Sound (Session 41)
  - Phonemic Awareness: Blend Phonemes (Session 49)

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 26: Text Features

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 8.2– 8.3: Compare and Contrast

**Literacy Centers, pp. T15–T19**

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**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>					

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**P352X Research Writing Rubric (Grade K)**

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>					

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