





P352X Grade K SA
HMH Into Reading
 2025-26

Marking Period 5: May 4 - June 26 (7 weeks)

	Materials	Evidence of Student Learning	Assessments
Build Knowledge and Language 	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 Module 8, Week 1: MAY 15, 2026 Module 8, Week 2: MAY 29, 2026 Module 8, Week 3: JUNE 12, 2026 Module 8, Week 4: JUNE 26, 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 8, Week 1: MAY 15, 2026 Module 8, Week 2: MAY 29, 2026 Module 8, Week 3: JUNE 12, 2026 Module 8, Week 4: JUNE 26, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Opinion Writing	HMH Into Reading Weekly Assessments Module 8, Week 1: MAY 15, 2026 Module 8, Week 2: MAY 29, 2026 Module 8, Week 3: JUNE 12, 2026 Module 8, Week 4: JUNE 26, 2026 P352X Opinion Writing 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 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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Grade K Module 8 Week 1 (May 4 - May 15)				
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: From Plant to Plate pp. T26–T27	Oral Language p. T38 Interactive Reading p. T39 <i>Plants Feed Me</i> (Read Aloud Book); BookStix 8.1a	Steps in a Sequence* pp. T48–T49 <i>Plants Feed Me</i> (Read Aloud Book); BookStix 8.1a <i>myBook</i> p. 88 Read Aloud pp. T50–T51 <i>Planting Seeds</i> (Big Book); BookStix 8.1b	Shared Reading pp. T60–T61 <i>Planting Seeds</i> (Big Book and Little Books); BookStix 8.1b	Response to Text p. T70 <i>Planting Seeds</i> (Big Book and Little Books) <i>myBook</i> p. 89 Oral Language p. T71 <i>myBook</i> p. 90
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T28–T29 <i>Plants Feed Me</i> (Read Aloud Book); BookStix 8.1a	Foundations	Foundations	Foundations	Foundations
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	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Opinion Writing: Features of Opinion Writing p. T34 Write an Opinion Piece p. T35	Read an Opinion Model p. T44 Analyze Opinion and Reasons p. T45	Opinion: Fact and Opinion p. T56 Interactive Writing: Plan an Opinion Piece p. T57	Grammar: Complete Sentences p. T66 Interactive Writing: Draft an Opinion Piece p. T67	Grammar: Fixing Incomplete Sentences p. T76 Interactive Writing: Revise and edit an Opinion Piece p. T77

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Grade K Module 8 Week 1 (May 4 - May 15)
Small Group/Independent Options
Practice and Reinforce Foundational Skills

- Phonics Interactive Practice
 - Fiddle in the Middle: Long *a* and Long *i*
- Start Right Readers
 - Book 7, *Bugs, Bugs, Bugs*, p. 52
 - Book 7, *Slug Must Nap*, p. 60
 - Book 8, *Lime Cake*, p. 4
 - Book 8, *Bake Shop*, p. 12
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with Short and Long *a* (Session 112)
 - Phonics: Works with Words with Short and Long *i* (Session 110)
 - Phonemic Awareness: Blend Phonemes (Session 49)
 - Phonemic Awareness: Isolate Medial Sound (Session 45)
 - Phonemic Awareness: Segment Phonemes (Session 51)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 27: Text Features 2

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 15.1–15.2: Agree and Disagree

Literacy Centers, pp. T15–T19

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Grade K Module 8 Week 2 (May 18 - May 29)				
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 Determine Word Meaning p. T87	Oral Language p. T98 Interactive Reading p. T99 <i>Up in the Garden and Down in the Dirt</i> (Read Aloud Book); BookStix 8.2a	Compare and Contrast* pp. T108—T109 <i>Up in the Garden and Down in the Dirt</i> (Read Aloud Book) myBook p. 91 Read Aloud pp. T110—T111 <i>Earthworms</i> (Big Book); BookStix 8.2b	Shared Reading pp. T120—T121 <i>Earthworms</i> (Big Book and Little Books); BookStix 8.2b	Response to Text p. T130 <i>Earthworms</i> (Big Book and Little Books) myBook p. 92 Oral Language p. T131 myBook p. 93
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T88—T89 <i>Up in the Garden and Down in the Dirt</i> (Read Aloud Book); BookStix 8.2a	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.				

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Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Features of Opinion Writing, p. T94 Independent Writing: Plan an Opinion Piece p. T95	Read an Opinion Model, p. T104 Independent Writing: Organize an Opinion Piece p. T105	Model Writing a Draft p. 116 Independent Writing: Draft an Opinion Piece p. T117	Model Revising and Editing p. 126 Independent Writing: Revise and Edit an Opinion Piece p. T127	Review Captions p. T136 Independent Writing: Publish an Opinion Piece p. T137

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Grade K Module 8 Week 2 (May 18 - May 29)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - Book 8, *Lime Cake*, p. 4
 - Book 8, *Bake Shop*, p. 12
 - Book 8, *Hen and Mule*, p. 20
 - Book 8, *Big Stones*, p. 28
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with Short and Long *o* (Session 111)
 - Phonics: Words with Short and Long *u* (Session 113)
 - Phonemic Awareness: Isolate Final Sound (Session 43)
 - Phonemic Awareness: Isolate Medial Sound (Session 45)
 - Phonemic Awareness: Segment Phonemes (Session 51)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 21: Put It Together!

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 15.2—15.3: Agree and Disagree

Literacy Centers, pp. T15–T19

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Grade K Module 8 Week 3 (June 1 - June 12)				
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
Collaborative Discussion p. T146 Determine Word Meaning p. T147	Oral Language p. T158 Interactive Reading p. T159 <i>PB & J Hooray!</i> (Read Aloud Book); BookStix 8.3a	Steps In a Sequence* pp. T168—T169 <i>PB & J Hooray!</i> (Read Aloud Book); BookStix 8.3a <i>myBook</i> p. 94 Read Aloud pp. T170—T171 <i>Growing Vegetable Soup</i> (Big Book); BookStix 8.3b	Shared Reading pp. T180—T181 <i>Growing Vegetable Soup</i> (Big Book and Little Books); BookStix 8.3b	Response to Text p. T190 <i>Growing Vegetable Soup</i> (Big Book and Little Books) <i>myBook</i> p. 95 Oral Language p. T191 <i>myBook</i> p. 96
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T148—T149 <i>PB & J Hooray!</i> (Read Aloud Book); BookStix 8.3a	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
Organizing Opinion Writing p. T154 Interactive Writing: Plan an Opinion Piece p. T155	Grammar: Future-Tense Verbs p. T164 Interactive Writing: Organize an Opinion Piece p. T165	Adding Reasons p. T176 Interactive Writing: Draft an Opinion Piece p. T177	Grammar: Past- and Present-Tense Verbs p. T186 Interactive Writing: Revise and Edit an Opinion Piece p. T187	Strong Endings p. T196 Interactive Writing: Publish an Opinion Piece p. T197

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Grade K Module 8 Week 3 (June 1 - June 12)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - Book 8, *Hen and Mule*, p. 20
 - Book 8, *Big Stones*, p. 28
 - Book 8, *Buds Need Bees!*, p. 36
 - Book 8, *Bee Hive*, p. 44
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with Short and Long e (Session 109)
 - Phonemic Awareness: Isolate Medial Sound (Session 45)
 - Phonemic Awareness: Segment Phonemes (Session 51)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 29: What is Most Important

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 16.1–16.2: Persuade

Literacy Centers, pp. T15–T19

Grade K Module 8 Week 4 (June 15 - June 26)				
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
Collaborative Discussion p. T206 Determine Word Meaning p. T207	Oral Language p. T218 Interactive Reading p. T219 <i>Rainbow Stew</i> (Read Aloud Book); BookStix 8.4a	Author's Purpose and Craft* pp. T228—T229 <i>Rainbow Stew</i> (Read Aloud Book) myBook p. 97 Read Aloud pp. T230—T231 <i>How Does Your Salad Grow?</i> (Big Book); BookStix 8.4b	Shared Reading pp. T240—T241 <i>How Does Your Salad Grow?</i> (Big Book and Little Books); BookStix 8.4b	Response to Text p. T250 <i>Rainbow Stew</i> (Read Aloud Book) myBook p. 98 Oral Language p. T251 myBook p. 99
Reading and Vocabulary	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud pp. T208—T209 <i>Rainbow Stew</i> (Read Aloud Book); BookStix 8.4a	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 Review Addresses and Envelopes p. T256 Publish Opinion Writing p. T257

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Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Build Knowledge and Language
Features of Opinion Writing p. T214 Independent Writing: Plan an Opinion Piece p. T215	Read a Writing Model p. T224 Independent Writing: Organize an Opinion Piece p. T225	Model Writing a Draft p. T236 Independent Writing: Draft an Opinion Piece p. T237	Model Revising and Editing p. T246 Independent Writing: Revise and Edit an Opinion Piece p. T247	Wrap Up the Topic pp. T258—T259

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Grade K Module 8 Week 4 (June 15 - June 26)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- **Phonics Interactive Practice**
 - Fill in the Space: Soft *c* and Soft *g*
- Start Right Readers
 - Book 8, *Buds Need Bees!*, p. 36
 - Book 8, *Bee Hive*, p. 44
 - Book 8, *Rice Is Nice!*, p. 52
 - Book 8, *Rice Race*, p. 60
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Consonants *g /j/* and *c /s/* (Session 120)
 - Phonemic Awareness: Isolate Final Sound (Session 43)
 - Phonological Awareness: Change Syllables (Session 35)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 17: Picture It!

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 16.2– 16.3: Persuade

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
HMH Module Lesson Number					
Skill Areas Addressed					
Assessment					
Materials Needed					
Differentiation					

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P352X Opinion Writing 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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