P352X Grade 1 SA, AA

HMH Into Reading

2026-27

Marking Period 1: September 10 - November 6 (8 weeks)

Grade 1 - Module 1

	Materials	Evidence of Student Learning	Assessments
Build Knowledge and Language HMH	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 1, Week 1: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026**
Reading and Vocabulary HMH	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: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Oral Story	HMH Into Reading Weekly Assessments **Module 1, Week 1: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026** P352X Oral Story Rubric
Foundational Skills (Fundations) Fundations Wilson Language Basics	Large Letter Cards Echo & Baby Echo Standard Sound Cards Large Writing Grid Student Notebook Letter Tiles Dry Erase Writing Tablet Start Right Readers	Student Fundations work Student Notebook	Fundations Student Notebook Assessment End of Unit Assessment

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Writing Workshop Teacher's Guide = pp. W

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Editable Weekly Plan: Grade 1 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 Fundations® - 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 1 Week 1 (September 10 - September 30)				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Build Knowledge & Language	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**
Module Launch **pp. T22–T23**	Fundations	Fundations	Fundations	Fundations
Foundational Skills	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
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.	**Introduce Oral Vocabulary** **pp. T40–T41**	**Introduce Power Words** **pp. T48–T49**	**Review Power Words** **p. T56** **Generative Vocabulary*** Words About Feelings p. T5	**Vocabulary Strategy*** **Classify and Categorize** **pp. T64–T65**
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Story Structure* pp. T26–T29 *My First Day* *my*Book pp. 6–7	**Elements of Poetry** pp. T42–T43 *Pete the Cat: Rocking in My School Shoes* (Big Book)	**Ask and Answer Questions** pp. T50-T51 *Try This!* *my*Book pp. 8–19	**Author's Purpose*** pp. T58–T59 *Try This!* *my*Book pp. 8–19	**Speaking and Listening** pp. T66–T67
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Oral Story Introducing the Focal Text p. W2	**Oral Story** The Read p. W3	**Oral Story** Vocabulary p. W4	**Oral Story** Finding a Topic p. W5	**Oral Story** Beginning Oral Storytelling p. W6
Grammar: Nouns **p. W241**	**Grammar: Words that Name People*** **p. W242**	**Grammar: Words that Name Animals*** **p. W243**	**Grammar: Review Proper Nouns and Capitalization** **p. W259**	**Grammar: Using Nouns** **p. W245**

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Grade 1 Module 1 Week 1 (September 10 - September 30)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *The Mat* (Book 1)
  - *Sam at Bat* (Book 1)
  - *Tab at Bat* (Book 1)
  - *Tam at Bat* (Book 1)
  - *Tim and Pam* (Book 1)
  - *Dab, Dab, Dab!* (Book 1)
  - *Tin Cans Tip!* (Book 1)
  - *Fin* (Book 1)

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Syllable Pattern CVC (Session 206)
  - Phonics: Review: Words with Short *a* (Session 142)
  - Phonics: Review: Short *i* (Session 127)
  - Phonological Awareness: Review: Recognize and Produce Rhyming Words (Session 122)
  - Phonemic Awareness: Phonological Awareness: Blend Onset and Rime (Session 39)
  - Phonemic Awareness: Isolate Initial Sound (Session 41)
  - Phonological Awareness: Blend Phonemes (Session 49)
  - Phonological Awareness: Blend Syllables (Session 33)
  - Phonological Awareness: Change Syllables (Session 35)
  - Phonemic Awareness: Segment Phonemes (Session 51)

Practice and Reinforce Vocabulary

- **Vocabulary Interactive Practice**
  - **Power Words: *Try This!***
  - **Generative Vocabulary: Words About Feelings**
  - **Vocabulary Strategy: Classify and Categorize**

Reinforce Reading Skills and Strategies

- **Tabletop Minilessons: Reading**
  - **17: Story Structure**
  - **24: Elements of Poetry**
  - **1: Ask and Answer Questions**
  - **12: Author's Purpose**
- **Read and Respond Journal**
  - ***Pam and Fan* (Elements of Poetry)**

Support English Language Development

- **Tabletop Minilessons: English Language Development**
  - **1.1–1.3: Seek Information**

Literacy Centers, pp. T20–T21

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Grade 1 Module 1 Week 2 (October 1 - October 20)				
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
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
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Introduce Oral Vocabulary pp. T84–T85	**Introduce Power Words** pp. T94–T95	**Review Power Words** **pp. T102–T103**	**Generative Vocabulary*** Inflection *–ed* pp. T110–T111	**Review Power Words** pp. T118–T119
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Story Structure* pp. T86–T87 *You Will Be My Friend!* (Read Aloud Book)	**Monitor and Clarify** pp. T96–T97 *My School Trip* *my*Book pp. 22–33	**Author's Purpose*** pp. T104–T105 *My School Trip* *my*Book pp. 22–35	**Make Inferences** pp. T112–T113 *A Kids' Guide to Friends* *my*Book pp. 36–47	**Topic and Central Idea*** pp. T120–T121 *A Kids' Guide to Friends* *my*Book pp. 36–49
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Oral Story Telling and Listening to Stories I p. W7	**Oral Story** Telling and Listening to Stories II p. W8	**Oral Story*** Prewriting: Developing a Written Class Story p. W9	**Oral Story*** Drafting I: Developing the Story p. W10	**Oral Story*** Drafting II: Assessing the Story p. W11
Grammar: Nouns **p. W246**	**Grammar: Words that Name Places*** p. W247	**Grammar: Words that Name Things*** p. W248	**Grammar: Review Nouns** p. W244	**Grammar: Using Nouns** p. W250

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Grade 1 Module 1 Week 2 (October 1 - October 20)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - Tap, Bam! Rip! Bam! (Book 1)
  - A Map (Book 1)
  - Hop on It, Dot! (Book 1)
  - Dot Is on It! (Book 1)
  - Wags, Wags, Wags! (Book 1)
  - Yip! Yap! (Book 1)
  - Bad Pup, Wags! (Book 1)
  - Mud Pup (Book 1)
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Review: Short o (Session 131)
  - Phonics: Review: Short u (Session 138)
  - Phonological Awareness: Produce Rhyming Words (Session 37)
  - Phonological Awareness: Blend Onset and Rime (Session 39)
  - Phonological Awareness: Isolate Initial Sound (Session 41)
  - Phonological Awareness: Blend Phonemes (Session 49)
  - Phonological Awareness: Blend Syllables (Session 35)
  - Phonemic Awareness: Segment Phonemes (Session 51)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *My School Trip*
  - Generative Vocabulary: Inflection *–ed*
  - Power Words: *A Kids' Guide to Friends*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 17: Story Structure
  - 2: Monitor and Clarify
  - 12: Author's Purpose
  - 6: Make Inferences
  - 13: Topic and Central Idea
- Read and Respond Journal
  - *Bad Cat* (Author's Purpose, Monitor and Clarify)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 2.1–2.3: Infer

Literacy Centers, pp. T74-T75

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Grade 1 Module 1 Week 3 (October 21 - November 6)				
Lesson 11	**Lesson 12**	**Lesson 13**	**Lesson 14**	**Lesson 15**
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
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Introduce Oral Language pp. T138–T139	**Introduce Power Words** pp. T148–T149	**Review Power Words** pp. T158–T159	**Generative Vocabulary*** Inflection *–ed* pp. T166–T167	**Cumulative Vocabulary Review** pp. T174–T175
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Characters* pp. T140–T141 *Suki's Kimono* (Read Aloud Book)	**Ask and Answer Questions** pp. T150–T151 *Big Dilly's Tale* *my*Book pp. 50–61	**Characters*** pp. T160–T161 *Big Dilly's Tale* *my*Book pp. 50–63	**Characters*** pp. T168–T169 *I'm Me* *my*Book pp. 64–67	**Module Wrap-Up** pp. T176–T177
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Oral Story Revising I: Adding Detail p. W12	**Oral Story** Revising II: Finding the Right Words p. W13	**Oral Story** Editing: Capitalizing Proper Nouns p. W14	**Oral Story** Publishing p. W15	**Oral Story** Sharing p. W16
Grammar: Action Verbs* p. W286	**Grammar: Action Words in the Present*** p. W287	**Grammar: Using Action Words** p. W288	**Grammar: Review Possessive Pronouns** p. W279	**Grammar: Using Action Verbs** p. W290

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Grade 1 Module 1 Week 3 (October 21 - November 6)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - Get Red Hen (Book 2)
  - Fox in a Fix! (Book 2) Phonics Interactive Practice
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Short e (Session 135)
  - Phonics: Long Vowel Spelling Patterns a, e, i, o, u (Session 122)
  - Phonological Awareness: Review: Recognize and Produce Rhyming Words (Session 122)
  - Phonological Awareness: Blend Onset and Rime (Session 39)
  - Phonemic Awareness: Isolate Initial Sound (Session 41)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonemic Awareness: Blend Syllables (Session 33)
  - Phonological Awareness: Change Syllables (Session 35)
  - Phonemic Awareness: Segment Phonemes (Session 51)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: Big Dilly's Tale
  - Generative Vocabulary: Inflection –ed

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 16: Characters
  - 1: Ask and Answer Questions
- Read and Respond Journal
  - Dex (Characters)

Support English Language Development

Tabletop Minilessons: English Language Development

- 3.1–3.3: Describe

Literacy Centers, pp. T128-T129

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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 Fundations*), 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 Oral Story Rubric (Grade 1)

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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