P352X Grade K SA, SA

HMH Into Reading

2026-27

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

Grade K - 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. 25, 2026** **Module 1, Week 2: OCT. 9, 2026** **Module 1, Week 3: OCT. 23, 2026** **Module 1, Week 4: 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. 25, 2026** **Module 1, Week 2: OCT. 9, 2026** **Module 1, Week 3: OCT. 23, 2026** **Module 1, Week 4: NOV. 6, 2026**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Opinion Piece	HMH Into Reading Weekly Assessments **Module 1, Week 1: SEPT. 25, 2026** **Module 1, Week 2: OCT. 9, 2026** **Module 1, Week 3: OCT. 23, 2026** **Module 1, Week 4: NOV. 6, 2026** P352X Opinion Piece 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 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 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 K Module 1 Week 1 (September 10 - September 25)				
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 *Keisha Ann Can!* (Read Aloud Book); BookStix 1.1a	**Characters and Setting*** pp. T48–T49 *Keisha Ann Can!* (Read Aloud Book) *my*Book p. 4 **Read Aloud** pp. T50–T51 *School Day!* (Big Book); BookStix 1.1b	**Shared Reading** pp. T60–T61 *School Day!* (Big Book); BookStix 1.1b	**Response to Text** p. T70 *Keisha Ann Can!* (Read Aloud Book) *School Day!* (Big Book) *my*Book p. 5 **Oral Language** p. T71
Reading and Vocabulary **Read Aloud** pp. T28–T29 *Keisha Ann Can!* (Read Aloud Book); BookStix 1.1a				
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**
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 10 - October 25)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Alphabet Knowledge Interactive Practice
- Start Right Readers
  - Book 1, Aa–Bb, p. 4
  - Book 1, Cc–Ff, p. 12
- Blending Board
- Foundational Skills and Word Study Studio
  - Print Concepts: Distinguish Letters and Numbers (Session 4)
  - Letter Knowledge: Letter Names *Aa* (Session 5)
  - Letter Knowledge: Letter Names *Bb* (Session 6)
  - Letter Knowledge: Letter Names *Cc* (Session 7)
  - Letter Knowledge: Letter Names *Dd* (Session 8)
  - Letter Knowledge: Letter Names *Ee* (Session 9)
  - Letter Knowledge: Letter Names *Ff* (Session 10)
  - Phonological Awareness: Words in a Sentence (Session 32)
  - Phonological Awareness: Recognize Rhyming Words (Session 36)

Reinforce Reading Skills and Strategies

- **Tabletop Minilessons: Reading**
  - **25: Story Elements**

Support English Language Development

- **Tabletop Minilessons: English Language Development**
  - **1.1: Ask for Assistance**

Literacy Centers, pp. T15–T19

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Grade K Module 1 Week 2 (September 28- October 9)				
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
Build Knowledge & Language **Oral Language** p. T87 **Determine Word Meaning** p. T88 **Reading and Vocabulary** **Read Aloud** pp. T88–T89 *A Squiggly Story* (Read Aloud Book); BookStix 1.2a	**Reading and Vocabulary** **Oral Language** p. T98 **Interactive Reading** p. T99 *A Squiggly Story* (Read Aloud Book); BookStix 1.2a	**Reading and Vocabulary** **Plot: Beginning, Middle, End*** pp. T108–T109 *A Squiggly Story* (Read Aloud Book) myBook p. 7 **Read Aloud** pp. T110–T111 *One Happy Classroom* (Big Book); BookStix 1.2b	**Reading and Vocabulary** **Shared Reading** pp. T120-T121 *One Happy Classroom* (Big Book)	**Reading and Vocabulary** **Response to Text** p. T130 *One Happy Classroom* (Big Book) *my*Book p. 8 **Oral Language** p. T131
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 (September 28- October 9)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Alphabet Knowledge Interactive Practice
- Start Right Readers
  - 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
  - Letter Knowledge: Letter Names *Gg* (Session 11)
  - Letter Knowledge: Letter Names *Hh* (Session 12)
  - Letter Knowledge: Letter Names *Ii* (Session 13)
  - Letter Knowledge: Letter Names *Jj* (Session 14)
  - Letter Knowledge: Letter Names *Kk* (Session 15)
  - Letter Knowledge: Letter Names *Ll* (Session 16)
  - Letter Knowledge: Letter Names *Mm* (Session 17)
  - Letter Knowledge: Letter Names *Nn* (Session 18)
  - Letter Knowledge: Letter Names *Oo* (Session 19)
  - Letter Knowledge: Letter Names *Pp* (Session 20)
  - Phonological Awareness: Words in a Sentence (Session 32)
  - Phonological Awareness: Recognize Rhyming Words (Session 36)

Reinforce Reading Skills and Strategies

- **Tabletop Minilessons: Reading**
  - **19: Plot**

Support English Language Development

- **Tabletop Minilessons: English Language Development**
  - **1.2–1.3: Ask for Assistance**

Literacy Centers, pp. T15–T19

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Grade K Module 1 Week 3 (October 13 - October 23)				
Lesson 11	**Lesson 12**	**Lesson 13**	**Lesson 14**	**Lesson 15**
Build Knowledge & Language **Oral Language** **p. T146** **Determine Word Meaning** **p. T147**	**Reading and Vocabulary** **Oral Language** p. T158 **Interactive Reading** p. T159 *Kindergarten Kids* (Read Aloud Book); BookStix 1.3a	**Reading and Vocabulary** **Rhythm and Rhyme*** pp. T168–T169 *Kindergarten Kids* (Read Aloud Book) myBook p. 10 **Read Aloud** pp. T170–T171 *School Bus* (Big Book); BookStix 1.3b	**Reading and Vocabulary** **Shared Reading** **pp. T180-T181** ***School Bus*** **(Big Book)**	**Reading and Vocabulary** **Response to Text** **p. T190** ***School Bus*** **(Big Book)** ***my*****Book p. 11** **Oral Language** **p. T191**
Reading and Vocabulary **Read Aloud** pp. T148–T149 *Kindergarten Kids* (Read Aloud Book); BookStix 1.3a				
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**
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 13 - October 23)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Alphabet Knowledge Interactive Practice
- Start Right Readers
  - 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
  - Letter Knowledge: Letter Names *Qq* (Session 21)
  - Letter Knowledge: Letter Names *Rr* (Session 22)
  - Letter Knowledge: Letter Names *Ss* (Session 23)
  - Letter Knowledge: Letter Names *Tt* (Session 24)
  - Letter Knowledge: Letter Names *Uu* (Session 25)
  - Letter Knowledge: Letter Names *Vv* (Session 26)
  - Letter Knowledge: Letter Names *Ww* (Session 27)
  - Letter Knowledge: Letter Names *Xx* (Session 28)
  - Letter Knowledge: Letter Names *Yy* (Session 29)
  - Letter Knowledge: Letter Names *Zz* (Session 30)
  - Phonological Awareness: Recognize Rhyming Words (Session 36)
  - Phonological Awareness: Segment Syllables (Session 34)

Reinforce Reading Skills and Strategies

- **Tabletop Minilessons: Reading**
  - **5: Check for Understanding**

Support English Language Development

- **Tabletop Minilessons: English Language Development**
  - **2.1–2.2: Express Likes and Dislikes**

Literacy Centers, pp. T15–T19

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Grade K Module 1 Week 4 (October 26 - November 6)				
Lesson 16	**Lesson 17**	**Lesson 18**	**Lesson 19**	**Lesson 20**
Build Knowledge & Language **Oral Language** p. T206 **Determine Word Meaning** p. 207 **Reading and Vocabulary** **Read Aloud** pp. T208–T209 *Schools Around the World* (Read Aloud Book); BookStix 1.4a	**Reading and Vocabulary** **Oral Language** p. T218 **Interactive Reading** p. T219 *Schools Around the World* (Read Aloud Book); BookStix 1.4a	**Reading and Vocabulary** **Topic and Central Idea*** pp. T228–T229 *Schools Around the World* (Read Aloud Book) myBook p. 13 **Read Aloud** pp. T230–T231 *Annie, Bea, and Chi Chi Dolores* (Big Book); BookStix 1.4b	**Reading and Vocabulary** **Shared Reading** **pp. T240-T241** ***School Bus*** **(Big Book)**	**Reading and Vocabulary** **Response to Text** p. T250 *Schools Around the World* (Read Aloud Book) *my*Book p. 14 **Oral Language** p. T251 *my*Book p. 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 **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 26 - November 6)

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

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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 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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