







P352X Grade 1 SA
HMH Into Reading
2025-26

Marking Period 2: November 17 – January 9 (6 weeks)

Grade 1 - Module 2

	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 2, Week 1: DEC. 2, 2025 Module 2, Week 2: DEC. 16, 2025 Module 2, Week 3: JAN 9, 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 2, Week 1: DEC. 2, 2025 Module 2, Week 2: DEC. 16, 2025 Module 2, Week 3: JAN 9, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Oral Story	HMH Into Reading Weekly Assessments Module 2, Week 1: DEC. 2, 2025 Module 2, Week 2: DEC. 16, 2025 Module 2, Week 3: JAN 9, 2026 P352X Descriptive Essay 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 Spelling Assessment, Weekly Assessment and/or Module Assessment
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Teacher's Guide = pp. T
 Writing Workshop Teacher's Guide = pp. W

Editable Weekly Plan: Grade 1 Module 2

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 [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 1 Module 2 Week 1 (November 17 - December 2)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Module Launch pp. T200–T201	Foundations	Foundations	Foundations	Foundations
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
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.	Introduce Oral Language pp. T218–T219	Introduce Power Words pp. T228–T229	Review Power Words p. T236	Vocabulary Strategy*: Antonyms pp. T244–T245
			Generative Vocabulary* Words About Feelings p. T5	
Reading	Reading	Reading	Reading	Reading
Ideas and Support* pp. T210–T211 <i>Kids Speak Up!</i> myBook pp. 74–75	Text Organization* pp. T220–T221 <i>Whose Hands Are These?</i> (Big Book)	Retell pp. T230–T231 <i>Dan Had a Plan</i> myBook pp. 76–91	Setting* pp. T238–T239 <i>Dan Had a Plan</i> myBook pp. 76–93	Speaking and Listening pp. T246–247 <i>Kids Speak Up!</i> myBook pp. 74–75
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Descriptive Essay Introducing the Focal Text p. W18	Descriptive Essay The Read p. W19	Descriptive Essay Vocabulary p. W20	Descriptive Essay Prewriting I: Finding a Topic p. W21	Descriptive Essay Prewriting II: Planning a Descriptive Essay p. W22
Grammar: Adjectives p. W306	Grammar: Adjectives for Size and Shape* p. W307	Grammar: Using Articles* p. W308	Grammar: Review Action Verbs p. W289	Grammar: Using Adjectives and Articles p. W310

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Grade 1 Module 2 Week 1 (November 17 - December 2)

Small Group/Independent Options

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *Dan Had a Plan*
 - Generative Vocabulary: Words About Places and Things
 - Vocabulary Strategy: Antonyms

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 15: Ideas and Support
 - 23: Text Organization
 - 5: Retell
 - 11: Setting
 - 29: Social Communication
- Read and Respond Journal
 - *Sal* (Setting)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 4.1–4.3: Recount Information

Literacy Centers, pp. T198–T199

Grade 1 Module 2 Week 2 (December 3 - December 16)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	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.	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Language pp. T264–T265	Introduce Power Words pp. T274–T275	Review Power Words pp. T284–T285	Generative Vocabulary* Words about Places and Things pp. T292–T293	Review Power Words pp. T300–T301
Reading	Reading	Reading	Reading	Reading
Setting* pp. T266–T267 <i>Maybe Something Beautiful</i> (Read Aloud Book)	Summarize pp. T276–T277 <i>On The Map!</i> myBook pp. 94–101	Text Features* pp. T286–T287 <i>On The Map!</i> myBook pp. 94–103	Make Connections pp. T294–T295 <i>Places in my Neighborhood</i> myBook pp. 104–115	Content Area Words* pp. T302–T303 <i>Places in my Neighborhood</i> myBook pp. 104–117
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Descriptive Essay Drafting I: Elements of a Descriptive Essay p. W23	Descriptive Essay Drafting II: Using Sensory Words p. W24	Descriptive Essay Drafting III: Adding Art p. W25	Descriptive Essay Revising I: Grouping p. W26	Descriptive Essay Revising II: Incorporating Feedback p. W27
Grammar: Adjectives p. W311	Grammar: Adjectives for Color* p. W312	Grammar: Adjectives for Number* p. W313	Grammar: Review Subject Pronouns p. W269	Grammar: Using Adjectives for Color and Number p. W315

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Grade 1 Module 2 Week 2 (December 3 - December 16)

Small Group/Independent Options

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *On the Map!*
 - Generative Vocabulary: Words About Places and Things
 - Power Words: *Places in My Neighborhood*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 11: Setting
 - 4: Summarize
 - 20–21: Text Features
 - 7: Make Connections
 - 14: Content-Area Words
- Read and Respond Journal
 - *Pip Can Help* (Make Connections)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 5.1–5.3: Compare and Contrast

Literacy Centers, pp. T254–T255

Grade 1 Module 2 Week 3 (December 17 - January 9)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	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.	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Language pp. T320–T321	Introduce Power Words pp. T330–T331	Review Power Words pp. T340–T341	Generative Vocabulary* Words About Actions and Directions pp. T348–T349	Cumulative Vocabulary Review pp. T356–T357
Reading	Reading	Reading	Reading	Reading
Setting* pp. T322–T323 <i>Abuela</i> (Read Aloud Book)	Ask and Answer Questions pp. T332–T333 <i>Who Put the Cookies in the Cookie Jar?</i> myBook pp. 118–137	Text Organization* pp. T342–T343 <i>Who Put the Cookies in the Cookie Jar?</i> myBook pp. 118–139	Content-Area Words* pp. T350–T351 <i>Curious About Jobs</i> myBook pp. 140–143	Module Wrap-Up pp. T358–T359
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Descriptive Essay Revising III: Capitalization p. W28	Descriptive Essay Editing I: Reviewing for Grammar p. W29	Descriptive Essay Editing II: Preparing to Publish p. W30	Descriptive Essay Publishing p. W31	Descriptive Essay Sharing p. W32
Grammar: Complete Sentences* p. W196	Grammar: Forming Complete Sentences* p. W197	Grammar: Complete and Incomplete Sentences* p. W198	Grammar: Review Adjectives and Articles p. W309	Grammar: Using Complete Sentences p. W200

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Grade 1 Module 2 Week 3 (December 17 - January 9)

Small Group/Independent Options

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *Who Put the Cookies in the Cookie Jar?*
 - Generative Vocabulary: Words about Actions, Directions and Positions

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 11: Setting
 - 1: Ask and Answer Questions
 - 23: Text Organization
 - 14: Content-Area Words
 - 9: Synthesize
- Read and Respond Journal
 - *Tell Cat!* (Ask and Answer Questions)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 6.1–6.3: Classify

Literacy Centers, pp. T310–T311

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					

P352X Descriptive Essay 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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