







P352X Grade 2 SA
HMH Into Reading
2025-26

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

Grade 2 - 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 Personal Narrative	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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Editable Weekly Plan: Grade 2 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 2 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. T204–T205	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.	Academic Vocabulary pp. T222–T223	Academic Vocabulary pp. T232–T233	Review Power Words p. T240	Vocabulary Strategy* Synonyms pp. T248–T249
			Generative Vocabulary* Suffixes –er, –est p. T241	
Reading	Reading	Reading	Reading	Reading
Author’s Purpose* pp. T214–T215 <i>What’s the Matter?</i> myBook pp. 98–99	Central Idea pp. T224–T225 <i>The Important Book</i> (Read Aloud Book)	Make Inferences pp. T234–T235 <i>Many Kinds of Matter</i> myBook pp. 100–119	Content-Area Words* pp. T242–T243 <i>Many Kinds of Matter</i> myBook pp. 100–121	Research pp. T250–T251
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Descriptive Essay* Priming the Students p. W18	Descriptive Essay* Priming the Text p. W19	Descriptive Essay* The Read p. W20	Descriptive Essay* Vocabulary p. W21	Descriptive Essay* Prewriting I: Preparing to Write p. W22
Grammar: Nouns for People and Animals* p. W224	Grammar: Nouns for Places and Things* p. W225	Grammar: Nouns for People, Animals, Places, and Things* p. W226	Grammar: Review Kinds of Sentences p. W207	Grammar: Connect to Writing: Using Nouns* p. W228

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Grade 2 Module 2 Week 1 (November 17 - December 2)	
Small Group/Independent Options	
<p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> · Start Right Readers <ul style="list-style-type: none"> ○ <i>The Lone Cat</i>, pp. T212–T213, pp. T220–T221, p. T227 ○ <i>Cat Has a Pal</i>, pp. T230–T231, pp. T238–T239 · Blending Board · Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonemic Awareness: Isolate Medial Sound (Session 45) ○ Phonemic Awareness: Segment Phonemes (Session 51) ○ Phonics: Review: Words with Long <i>o</i>, Long <i>u</i>, Long <i>e</i> (Session 241) ○ Phonics: Base Words with Endings <i>-er</i>, <i>-est</i> (Session 289) 	<p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> · Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Power Words: <i>Many Kinds of Matter</i> ○ Generative Vocabulary: Suffixes <i>-er</i>, <i>-est</i> ○ Vocabulary Strategy: Synonyms <p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> · Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 38: Select a Topic ○ 12: Author’s Purpose ○ 14: Content-Area Words ○ 6: Make Inferences ○ 13: Central Idea · Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Best Friends</i> (Make Inferences, Main Idea and Details) <p>Support English Language Development</p> <ul style="list-style-type: none"> · Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 4.1–4.3: Classify <p>Literacy Centers, pp. T202–T203</p>

Grade 2 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
<p>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.</p>	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p>Introduce Oral Vocabulary pp. T268–T269</p>	<p>Introduce Power Words pp. T278–T279</p>	<p>Review Power Words pp. T288–T289</p>	<p>Generative Vocabulary* Inflections –s, –es pp. T296–T297</p>	<p>Review Power Words pp. T304–T305</p>
Reading	Reading	Reading	Reading	Reading
<p>Setting pp. T370–T371 <i>It's Only Stanley</i> (Read Aloud Book)</p>	<p>Make Connections pp. T280–T281 <i>The Great Fuzz Frenzy</i> myBook pp. 122–155</p>	<p>Connect Text and Visuals* pp. T290–T291 <i>The Great Fuzz Frenzy</i> myBook pp. 122–157</p>	<p>Create Mental Images pp. T298–T299 <i>Water Rolls, Water Rises</i> myBook pp. 158–177</p>	<p>Elements of Poetry* pp. T306–T307 <i>Water Rolls, Water Rises</i> myBook pp. 158–179</p>
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<p>Descriptive Essay* Prewriting II: Identifying the Topic p. W23</p>	<p>Descriptive Essay* Drafting I: Elements of Informational Text p. W24</p>	<p>Descriptive Essay* Drafting II: Completing the Draft p. W25</p>	<p>Descriptive Essay* Revising I: Sentence Structure p. W26</p>	<p>Descriptive Essay* Revising II: Conferencing p. W27</p>
<p>Grammar: One and More Than One p. W229</p>	<p>Grammar: Adding –s p. W230</p>	<p>Grammar: Adding –s and –es p. W231</p>	<p>Grammar: Review Simple Sentences p. W202</p>	<p>Grammar: Connect to Writing: Using Singular and Plural Nouns* p. W233</p>

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

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - *Game Time*, pp. T266–T267, pp. T276–T277, p. T283
 - *Big Hen, Old Fox*, pp. T286–T287, pp. T294–T295
- Blending Board
- Phonics Interactive Practice
 - Riddle in the Middle: Short and Long Vowels (CVC, VCe)
 - Fill in the Space: Suffixes *-er, -est*
- Foundational Skills and Word Study Studio
 - Phonological Awareness: Blend Syllables (Session 33)
 - Phonemic Awareness: Isolate Medial Sound (Session 45)
 - Phonics: Syllable Pattern CVC (Session 206)
 - Phonics : Review : Words with Long *a*, Long *i* (Session 238)
 - Phonics: Review: Words with Long *o*, Long *u*, Long *e* (Session 241)
 - Phonics: Base Words and Endings *-s, -es* (Session 261)
 - Phonics: Base Words with Endings *-er, -est* (Session 289)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *The Great Fuzz Frenzy*
 - Generative Vocabulary: Inflections *-s, -es*
 - Power Words: *Water Rolls, Water Rises*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 22: Connect Text and Visuals 1
 - 23: Connect Text and Visuals 2
 - 11: Setting
 - 3: Create Mental Images
 - 24: Elements of Poetry
 - 7: Make Connections
- Read and Respond Journal
 - *Who Made These?* (Connect Text and Visuals)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 5.1–5.3: Infer

Literacy Centers, pp. T258–T259

Grade 2 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. T324–T325	Introduce Power Words pp. T334–T335	Review Power Words pp. T334–T335	Generative Vocabulary* Words That Name Places pp. T352–T353	Cumulative Vocabulary Review pp. T360–T361
Reading	Reading	Reading	Reading	Reading
Central Idea pp. T326–T327 <i>If You Find a Rock</i> (Read Aloud Book)	Ask and Answer Questions pp. T336–T337 <i>The Puddle Puzzle</i> myBook pp. 180–191	Elements of Drama* pp. T346–T347 <i>The Puddle Puzzle</i> myBook pp. 180–193	Connect Text and Visuals* pp. T354–T355 <i>Looking at Art</i> myBook pp. 194–197	Module Wrap-Up pp. T362–T363
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Descriptive Essay* Revising III: Elaboration p. W28	Descriptive Essay* Editing: Peer Proofreading p. W29	Descriptive Essay* Publishing I: Writing the Final Copy p. W30	Descriptive Essay* Publishing II: Descriptive Essay p. W31	Descriptive Essay* Sharing a Descriptive Essay p. W32
Grammar: Adding –es to Nouns p. W234	Grammar: Nouns that Change Spelling p. W235	Grammar: Collective Nouns* p. W236	Grammar: Review Singular and Plural Nouns* p. W232	Grammar: Connect to Writing: Using Plural Nouns* p. W238

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Grade 2 Module 2 Week 3 (December 17 - January 9)	
Small Group/Independent Options	
<p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> · Start Right Readers <ul style="list-style-type: none"> ○ <i>Not Yet</i>, pp. T322–T323, pp. T332–T333, p. T339 ○ <i>Big and Small</i>, pp. T342–T343, pp. T350–T351 · Blending Board · Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonemic Awareness: Segment Phonemes (Session 51) ○ Phonological Awareness: Segment Syllables (Session 213) ○ Phonics: Consonant Blends with <i>r, l, s</i> (Session 244) ○ Phonics: Base Words and Endings <i>–s, –es</i> (Session 261) <p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> · Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Power Words: <i>The Puddle Puzzle</i> ○ Generative Vocabulary: Words That Name Places 	<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> · Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 22: Connect Text and Visuals 1 ○ 23: Connect Text and Visuals 2 ○ 29: Elements of Drama ○ 1: Ask and Answer Questions ○ 13: Central Idea ○ 9: Synthesize · Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Pat Mora</i> (Central Idea) <p>Support English Language Development</p> <ul style="list-style-type: none"> · Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 6.1–6.3: Analyze <p>Literacy Centers, pp. T314–T315</p>

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 2)

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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