







P352X Grade 2 SA  
HMH Into Reading  
2025-26

Marking Period 3: January 12 – March 6 (7 weeks)

	<b>Materials</b>	<b>Evidence of Student Learning</b> Student Work/ Portfolio	<b>Assessments</b>
<b>Build Knowledge and Language</b>  	Classroom word wall Big Idea Word Cards Anchor Charts Read Aloud Books	Student reading logs Student myBook work	HMH Into Reading Weekly Assessments <b>Module 3, Week 1: JAN. 27, 2026</b> <b>Module 3, Week 2: FEB. 11, 2026</b> <b>Module 3, Week 3: MARCH 6, 2026</b>
<b>Reading and Vocabulary</b>  	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 <b>Module 3, Week 1: JAN. 27, 2026</b> <b>Module 3, Week 2: FEB. 11, 2026</b> <b>Module 3, Week 3: MARCH 6, 2026</b>
<b>Writing Workshop</b>  	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Persuasive Text	HMH Into Reading Weekly Assessments <b>Module 3, Week 1: JAN. 27, 2026</b> <b>Module 3, Week 2: FEB. 11, 2026</b> <b>Module 3, Week 3: MARCH 6, 2026</b>  P352X Persuasive Text Rubric
<b>Foundational Skills (Foundations)</b>  	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



## Editable Weekly Plan: Grade 2 Module 3

### How to Use this Editable Weekly Plan

- Review each week’s plan, focusing on the non-shaded priority instruction and the skills tested on Spelling Assessments, 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, the *Lesson Slides: Foundational Skills* are recommended as the main vehicle for instruction. You will also find similar instruction in your Teacher’s Guide. Please note that the Warm-Up Routines are only featured in the lesson slides.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are 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*.

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, broadcasting or by any other information storage and retrieval system, without written permission of the copyright owner unless such copying is expressly permitted by federal copyright law.

Only those pages that are specifically enabled by the program and indicated by the presence of the print icon may be printed and reproduced in classroom quantities by individual teachers using the corresponding student’s textbook or kit as the major vehicle for regular classroom instruction. Requests for information on other matters regarding duplication of this work should be submitted through our Permissions website at <https://customercare.hmhco.com/contactus/Permissions.html> or mailed to Houghton Mifflin Harcourt Publishing Company, Attn: Compliance, 9400 Southpark Center Loop, Orlando, Florida 32819-8647.

HOUGHTON MIFFLIN HARCOURT and the HMH Logo are trademarks and service marks of Houghton Mifflin Harcourt Publishing Company. You shall not display, disparage, dilute or taint Houghton Mifflin Harcourt trademarks and service marks or use any confusingly similar marks, or use Houghton Mifflin Harcourt marks in such a way that would misrepresent the identity of the owner. Any permitted use of Houghton Mifflin Harcourt trademarks and service marks inures to the benefit of Houghton Mifflin Harcourt Publishing Company.

All other trademarks, service marks or registered trademarks appearing on Houghton Mifflin Harcourt Publishing Company websites are the trademarks or service marks of their respective owners.

r7.22

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T  
Writing Workshop Teacher’s Guide = pp. W



Grade 2 Module 3 Week 1 (Jan 12 - Jan 27)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Build Knowledge &amp; Language</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Module Launch</b> pp. T386–T387	Foundations	Foundations	Foundations	Foundations
<b>Foundational Skills</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Foundations:</b> 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.	<b>Academic Vocabulary</b> pp. T404–T405	<b>Academic Vocabulary</b> pp. T414–T415	<b>Review Power Words</b> p. T422	<b>Vocabulary Strategy*</b> Context Clues pp. T430–T431
			<b>Generative Vocabulary*</b> Prefixes <i>un-</i> and <i>re-</i> p. T423	

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment  
 Gray shading indicates non-priority instruction  
 © Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T  
 Writing Workshop Teacher’s Guide = pp. W

Grade 2 Module 3 Week 1, continued (Jan 12 - Jan 27)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Central Idea*</b> pp. T396–T397 <i>Meet Me Halfway</i> myBook pp. 204–205	<b>Point of View</b> pp. T406–T407 <i>Mango, Abuela, and Me</i> (Read Aloud Book)	<b>Monitor and Clarify</b> pp. T416–T417 <i>Big Red Lollipop</i> myBook pp. 206–225	<b>Point of View*</b> pp. T424–T425 <i>Big Red Lollipop</i> myBook pp. 206–227	<b>Speaking and Listening</b> pp. T432–T433
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Persuasive Text*</b> Priming the Students p. W34	<b>Persuasive Text*</b> Priming the Text p. W35	<b>Persuasive Text*</b> The Read p. W36	<b>Persuasive Text*</b> Vocabulary p. W37	<b>Persuasive Text*</b> Prewriting I: Choosing a Topic p. W38
<b>Grammar: Nouns for People, Animals, Places, and Things</b> p. W239	<b>Grammar: Names for People and Animals</b> p. W240	<b>Grammar: Names for Special Places and Things*</b> p. W241	<b>Grammar: Review Plural Nouns</b> p. W237	<b>Grammar: Connect to Writing: Using Proper Nouns*</b> p. W243

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment  
 Gray shading indicates non-priority instruction  
 © Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T  
 Writing Workshop Teacher’s Guide = pp. W

<b>Grade 2 Module 3 Week 1 (Jan 12 - Jan 27)</b>	
<b>Small Group/Independent Options</b>	
<p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>● Start Right Readers               <ul style="list-style-type: none"> <li>○ <i>Sad King Ben</i>, pp. T394–T395, pp. T402–T403, p. T409</li> <li>○ <i>The Quest</i>, pp. T412–T413, pp. T420–T421</li> </ul> </li> <li>● Blending Board</li> <li>● Foundational Skills and Word Study Studio               <ul style="list-style-type: none"> <li>○ Phonological Awareness: Blend Syllables (Session 33)</li> <li>○ Phonemic Awareness: Delete Phonemes (Session 53)</li> <li>○ Phonemic Awareness: Add Phonemes (Session 54)</li> <li>○ Phonics: Syllable Pattern CVC (Session 206)</li> <li>○ Phonics : Words with Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i> (Session 247)</li> <li>○ Phonics: Prefixes <i>re–, un–, over–, pre–, mis–, dis–</i></li> </ul> </li> </ul>	<p><b>Practice and Reinforce Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice               <ul style="list-style-type: none"> <li>○ Power Words: <i>Big Red Lollipop</i></li> <li>○ Generative Vocabulary: Prefixes <i>un–</i> and <i>re–</i></li> <li>○ Vocabulary Strategy: Context Clues</li> </ul> </li> </ul> <p><b>Reinforce Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading               <ul style="list-style-type: none"> <li>○ 39: Social Communication</li> <li>○ 19: Point of View</li> <li>○ 2: Monitor and Clarify</li> <li>○ 13: Central Idea</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>Flood on River Road</i> (Point of View, Monitor and Clarify)</li> </ul> </li> </ul> <p><b>Support English Language Development</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development               <ul style="list-style-type: none"> <li>○ 7.1–7.3: Justify</li> </ul> </li> </ul> <p><b>Literacy Centers</b>, pp. T384–T385</p>

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T  
Writing Workshop Teacher’s Guide = pp. W

Grade 2 Module 3 Week 2 (Jan 28 - Feb 11)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<p><b>Foundations:</b> 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
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p><b>Introduce Oral Vocabulary</b> pp. T450–T451</p>	<p><b>Introduce Power Words</b> pp. T460–T461</p>	<p><b>Review Power Words</b> pp. T470–T471</p>	<p><b>Generative Vocabulary*</b> Inflections <i>-ed, -ing</i> pp. T478–T479</p>	<p><b>Review Power Words</b> pp. T486–T487</p>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<p><b>Theme*</b> pp. T452–T453 <i>Three Hens and a Peacock</i> (Read Aloud Book)</p>	<p><b>Make and Confirm Predictions</b> pp. T462–T463 <i>Working With Others</i> myBook pp. 228–239</p>	<p><b>Central Idea*</b> pp. T472–T473 <i>Working With Others</i> myBook pp. 228–241</p>	<p><b>Synthesize</b> pp. T480–T481 <i>Gingerbread for Liberty!</i> myBook pp. 242–261</p>	<p><b>Text Organization*</b> pp. T488–T489 <i>Gingerbread for Liberty!</i> myBook pp. 242–263</p>

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment  
 Gray shading indicates non-priority instruction  
 © Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T  
 Writing Workshop Teacher’s Guide = pp. W

Grade 2 Module 3 Week 2, continued (Jan 28 - Feb 11)				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<b>Persuasive Text*</b> Prewriting II: Introducing Persuasive Structure p. W39	<b>Persuasive Text*</b> Drafting I: Elements of Persuasive Text p. W40	<b>Persuasive Text*</b> Drafting II: Completing the Draft p. W41	<b>Persuasive Text*</b> Revising I: Integrating Action Verbs p. W42	<b>Persuasive Text*</b> Revising II: Conferencing p. W43
<b>Grammar: Action Verbs*</b> p. W264	<b>Grammar: Action Verbs and Subjects</b> p. W265	<b>Grammar: Action Verbs in Sentences</b> p. W266	<b>Grammar: Review Proper Nouns*</b> p. W242	<b>Grammar: Connect to Writing: Using Action Verbs</b> p. W268

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment  
 Gray shading indicates non-priority instruction  
 © Houghton Mifflin Harcourt Publishing Company

Teacher's Guide = pp. T  
 Writing Workshop Teacher's Guide = pp. W

<b>Grade 2 Module 3 Week 2 (Jan 28 - Feb 11)</b>	
<b>Small Group/Independent Options</b>	
<p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>● Start Right Readers               <ul style="list-style-type: none"> <li>○ <i>The Van</i>, pp. T448–T449, pp. T458–T459, p. T465</li> <li>○ <i>Bill and Roz Get Help</i>, pp. T468–T469, pp. T476–T477</li> </ul> </li> <li>● Blending Board</li> <li>● Phonics Interactive Practice               <ul style="list-style-type: none"> <li>○ Riddle in the Middle: Double Final Consonants</li> <li>○ Fill in the Space: Inflections</li> </ul> </li> <li>● Foundational Skills and Word Study Studio               <ul style="list-style-type: none"> <li>○ Phonological Awareness: Segment Syllables (Session 34)</li> <li>○ Phonological Awareness: Produce Rhyming Words (Session 37)</li> <li>○ Phonics: Base Words and Inflections <i>–ed, –ing</i> (CVCe, CVC) (Session 214)</li> <li>○ Phonics: Words Ending with Double Consonants and <i>ck</i> (Session 249)</li> <li>○ Phonics: Base Words and Endings <i>–s, –ed, –ing</i> (Session 253)</li> <li>○ Phonics: Base Words and Endings <i>–ed, –ing</i> (Session 255)</li> <li>○ Phonics: Base Words and Endings <i>–ed, –ing</i> (Session 273)</li> </ul> </li> </ul> <p><b>Practice and Reinforce Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice               <ul style="list-style-type: none"> <li>○ Power Words: <i>Working With Others</i></li> <li>○ Generative Vocabulary: Inflections <i>–ed, –ing</i></li> <li>○ Power Words: <i>Gingerbread for Liberty!</i></li> </ul> </li> </ul>	<p><b>Reinforce Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading               <ul style="list-style-type: none"> <li>○ 25: Text Organization: Chronological Order</li> <li>○ 20: Theme</li> <li>○ 10: Make and Confirm Predictions</li> <li>○ 13: Central Idea</li> <li>○ 9: Synthesize</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>Diva the Dancer</i> (Make and Confirm Predictions, Theme)</li> </ul> </li> </ul> <p><b>Support English Language Development</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development               <ul style="list-style-type: none"> <li>○ 8.1–8.3: Synthesize</li> </ul> </li> </ul> <p><b>Literacy Centers</b>, pp. T440–T441</p>

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T  
Writing Workshop Teacher’s Guide = pp. W

Grade 2 Module 3 Week 3 (Feb 12 - March 6)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<p><b>Foundations:</b> Choose the Level appropriate for your students and teach the lessons in order.</p> <p>Teach one Lesson (30-45 minutes) every day.</p> <p>Each Foundations lesson should consist of 3-5 activities that are rotated daily.</p>	Foundations	Foundations	Foundations	Foundations
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p><b>Introduce Oral Language</b> pp. T506–T507</p>	<p><b>Introduce Power Words</b> pp. T516–T517</p>	<p><b>Review Power Words</b> pp. T526–T527</p>	<p><b>Generative Vocabulary*</b> Words About Communication pp. T534–T535</p>	<p><b>Cumulative Vocabulary Review</b> pp. T542–T543</p>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<p><b>Theme*</b> pp. T508–T509 <i>Serious Farm</i> (Read Aloud Book)</p>	<p><b>Retell</b> pp. T518–T519 <i>Pepita and the Bully</i> myBook pp. 264–283</p>	<p><b>Theme*</b> pp. T528–T529 <i>Pepita and the Bully</i> myBook pp. 264–285</p>	<p><b>Author’s Purpose*</b> pp. T536–T537 <i>Be a Hero! Work It Out!</i> myBook pp. 286–293</p>	<p><b>Module Wrap-Up</b> pp. T544–T545</p>
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<p><b>Persuasive Text*</b> Revising III: Integrating Adverbs p. W44</p>	<p><b>Persuasive Text*</b> Editing: Peer Proofreading p. W45</p>	<p><b>Persuasive Text*</b> Publishing I: Writing the Final Copy p. W46</p>	<p><b>Persuasive Text*</b> Publishing II: Persuasive Text p. W47</p>	<p><b>Persuasive Text*</b> Sharing a Persuasive Essay p. W48</p>
<p><b>Grammar: Compound Subjects*</b> p. W214</p>	<p><b>Grammar: Using Coordinating Conjunctions</b> p. W215</p>	<p><b>Grammar: Using Compound Predicates*</b> p. W216</p>	<p><b>Grammar: Review Spelling</b> p. W342</p>	<p><b>Grammar: Connect to Writing: Using Compound Subjects and Predicates*</b> p. W218</p>

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

© Houghton Mifflin Harcourt Publishing Company

Teacher’s Guide = pp. T  
Writing Workshop Teacher’s Guide = pp. W

**Grade 2 Module 3 Week 3 (Feb 12 - March 6)**

**Small Group/Independent Options**

**Practice and Reinforce Foundational Skills**

- Start Right Readers
  - *Mice Can Help*, pp. T504–T505, pp. T514–T515, p. T521
  - *Up in the Pine*, pp. T524–T525, pp. T532–T533
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonics: Digraph *th* (Session 158)
  - Phonics: Digraphs *ch, tch* (Session 162)
  - Phonics Digraphs *sh, wh, ph* (Session 166)
  - Phonological Awareness: Segment Syllables (Session 213)
  - Phonics: Prefixes *re-, un-, over-, pre-, mis-, dis-*

**Practice and Reinforce Vocabulary**

- Vocabulary Interactive Practice
  - Power Words: *Pepita and the Bully*
  - Generative Vocabulary: Words About Communication

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 5: Retell
  - 20: Theme
  - 13: Central Idea
  - 9: Synthesize
- Read and Respond Journal
  - *The Big City* (Theme, Retell)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 9.1–9.3: Agree and Disagree

**Literacy Centers**, pp. T496—T497

**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
<b>HMH Module Lesson Number</b>					
<b>Skill Areas Addressed</b>					
<b>Assessment</b>					
<b>Materials Needed</b>					
<b>Differentiation</b>					



**P352X Persuasive Text Rubric (Grade 2)**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations	Score
	1	2	3	4	
<b>Organization/ Progression</b>	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.	
<b>Development of Ideas</b>	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.	
<b>Conventions/ Sentence Fluency</b>	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.	
<b>Overall Score</b>					
<b>Notes</b>					