





P352X Grade 2 SA
HMH Into Reading
2025-26
Marking Period 4: March 9 - May 1 (7 weeks)

	Materials	Evidence of Student Learning	Assessments
Build Knowledge and Language 	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 5, Week 1: MARCH 25, 2026 Module 5, Week 2: APRIL 17, 2026 Module 5, Week 3: MAY 1, 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 5, Week 1: MARCH 25, 2026 Module 5, Week 2: APRIL 17, 2026 Module 5, Week 3: MAY 1, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Personal Essay	HMH Into Reading Weekly Assessments Module 5, Week 1: MARCH 25, 2026 Module 5, Week 2: APRIL 17, 2026 Module 5, Week 3: MAY 1, 2026 P352X Personal 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

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Editable Weekly Plan: Grade 2 Module 5

How to Use this Editable Weekly Plan

- Review each week’s plan, focusing on the non-shaded priority instruction and the skills tested on 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, 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 5 Week 1 (March 9 - March 25)				
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* Reference Sources pp. T248–T249
			Generative Vocabulary* Suffixes -y, -ly p. T241	

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Grade 2 Module 5 Week 1, continued (March 9 - March 25)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Ideas and Support* pp. T214–T215 <i>What’s Good to Read? Book Reviews for Kids by Kids!</i> <i>myBook</i> pp. 82–83	Figurative Language pp. T224–T225 <i>Seed by Seed: The Legend and Legacy of John ‘Appleseed’ Chapman</i> (Read Aloud Book)	Ask and Answer Questions pp. T234–T235 <i>Going Places</i> <i>myBook</i> pp. 84–103	Characters* pp. T242–T243 <i>Going Places</i> <i>myBook</i> pp. 84–105	Speaking and Listening pp. T250–T251
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Personal Essay* Priming the Students p. W66	Personal Essay* Priming the Text p. W67	Personal Essay* The Read p. W68	Personal Essay* Vocabulary p. W69	Personal Essay* Prewriting I: Character Traits p. W70
Grammar: Quotation Marks* p. W314	Grammar: Commas in Quotations p. W315	Grammar: Writing Quotations* p. W316	Grammar: Review Compound Sentences p. W212	Grammar: Connect to Writing: Using Quotation Marks* p. W318

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Grade 2 Module 5 Week 1 (March 9 - March 25)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - *On the Move*, pp. T212–T213, pp. T220–T221, p. T227
 - *Get Ready to Move*, pp. T230–T231, pp. T238–T239
- Blending Board
- Phonics Interactive Practice
 - Fill in the Space: Long *o* Patterns
 - Riddle in the Middle: Multisyllabic Words: Long *o*
- Foundational Skills and Word Study Studio
 - Phonemic Awareness: Isolate Medial Sound (Session 45)
 - Phonological Awareness: Segment Syllables (Session 213)
 - Phonics: Suffixes *-y, -ly, -ful* (Session 291)
 - Phonics: Multisyllabic Words with Long and Short *o, i, u* (Session 314)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *Going Places*
 - Generative Vocabulary: Suffixes *-y, -ly*
 - Vocabulary Strategy: Reference Sources

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 35: Recount an Experience
 - 16: Characters
 - 15: Ideas and Support
 - 1: Ask and Answer Questions
 - 17: Figurative Language
- Read and Respond Journal
 - *The Best Pet* (Ideas and Support)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 13.1–13.3: Recount Information

Literacy Centers, pp. T202–T203

Grade 2 Module 5 Week 2 (March 26 - April 17)				
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 Vocabulary pp. T268–T269	Introduce Power Words pp. T278–T279	Review Power Words pp. T288–T289	Generative Vocabulary* Prefix <i>dis-</i> pp. T296–T297	Review Power Words pp. T304–T305
Reading	Reading	Reading	Reading	Reading
Characters* pp. T270–T271 <i>My Dream Playground</i> (Read Aloud Book)	Summarize pp. T280–T281 <i>Wilma Rudolph: Against All Odds</i> <i>myBook</i> pp. 106–117	Text Features* pp. T290–T291 <i>Wilma Rudolph: Against All Odds</i> <i>myBook</i> pp. 106–117	Evaluate pp. T298–T299 <i>Great Leaders</i> <i>myBook</i> pp. 120–131	Ideas and Support* pp. T306–T307 <i>Great Leaders</i> <i>myBook</i> pp. 120–133

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Grade 2 Module 5 Week 2, continued (March 26 - April 17)				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Personal Essay* Prewriting II: Identifying the Central Idea p. W71	Personal Essay* Drafting I: Elements of Informational Text p. W72	Personal Essay* Drafting II: Completing the Draft p. W73	Personal Essay* Revising I: Integrating Transitions p. W74	Personal Essay* Revising II: Conferencing p. W75
Grammar: Days of the Week* p. W244	Grammar: Months* p. W245	Grammar: Holidays* p. W246	Grammar: Review Verbs in the Present p. W272	Grammar: Connect to Writing: Using Proper Nouns* p. W248

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Grade 2 Module 5 Week 2 (March 26 - April 17)	
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>By Day</i>, pp. T266–T267, pp. T276–T277, p. T283 ○ <i>By Night</i>, pp. T286–T287, pp. T294–T295 ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonological Awareness: Blend Syllables (Session 33) ○ Phonemic Awareness: Substitute Phonemes (Session 55) ○ Phonemic Awareness: Substitute Phonemes: Initial (Session 161) ○ Phonemic Awareness: Substitute Phonemes: Medial (Session 169) ○ Phonemic Awareness: Substitute Phonemes: Final (Session 178) ○ Phonics: Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i>, <i>dis-</i> (Session 294) ○ Phonics: Multisyllabic Words with Long and Short <i>o</i>, <i>i</i>, <i>u</i> (Session 314) <p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Power Words: <i>Wilma Rudolph: Against All Odds</i> ○ Generative Vocabulary: Prefix <i>dis-</i> ○ Power Words: <i>Great Leaders</i> 	<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 8: Evaluate ○ 16: Characters ○ 15: Ideas and Support ○ 27: Text Features 1 ○ 28: Text Features 2 ○ 9: Synthesize ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Discovering the Past</i> (Evaluate and Synthesize, Ideas and Support) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 14.1–14.3: Persuade <p>Literacy Centers, pp. T258–T259</p>

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Grade 2 Module 5 Week 3 (April 20 - May 1)				
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. T344–T345	Generative Vocabulary* Words That Name People pp. T354–T355	Cumulative Vocabulary Review pp. T362–T363
Reading	Reading	Reading	Reading	Reading
Text Organization pp. T326–T327 <i>Whoosh! Lonnie Johnson’s Super-Soaking Stream of Inventions</i> (Read Aloud Book)	Summarize pp. T336–T337 <i>Who Are Government’s Leaders?</i> myBook pp. 134–141	Content-Area Words* pp. T346–T347 <i>Who Are Government’s Leaders?</i> myBook pp. 134–143	Chronological Order* pp. T354–T355 <i>Thomas Edison and the Light Bulb</i> myBook pp. 144–147	Module Wrap-Up pp. T362–T363
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Personal Essay* Editing III: Strengthening Connections p. W76	Personal Essay* Editing: Peer Proofreading p. W77	Personal Essay* Publishing I: Writing the Final Copy p. W78	Personal Essay* Publishing II: Personal Essay p. W79	Personal Essay* Sharing a Personal Essay p. W80
Grammar: Abbreviations for Titles for People* p. W334	Grammar: Abbreviations for Days and Months* p. W335	Grammar: Abbreviations for Places* p. W336	Grammar: Review Verbs in Present, Past, and Future p. W277	Grammar: Connect to Writing: Using Abbreviations* p. W338

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Grade 2 Module 5 Week 3 (April 20 - May 1)	
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>Jack and the Book</i>, pp. T322–T323, pp. T332–T333, p. T339 ○ <i>The Red Box</i>, pp. T342–T343, pp. T350–T351 ● Blending Board ● Phonics Interactive Practice <ul style="list-style-type: none"> ○ Fill in the Space: Suffixes <i>-ful, -less</i> ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonological Awareness: Blend Syllables (Session 33) ○ Phonological Awareness: Change Syllables (Session 35) ○ Phonological Awareness: Segment Syllables (Session 213) ○ Phonics: Suffixes <i>-ful, -less, -ly, -y</i> <p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Power Words: <i>Who Are Government’s Leaders?</i> ○ Generative Vocabulary: Words That Name People 	<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 4: Summarize ○ 14: Content-Area Words ○ 25: Text Organization: Chronological Order ○ 9: Synthesize ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Cyrus McCormick and His Reaper</i> (Text Organization, Summarize) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 15.1–15.3: Solve Problems <p>Literacy Centers, pp. T314–T315</p>

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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 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					

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P352X Personal 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					