





P352X Grade 2 SA
HMH Into Reading
2025-26
Marking Period 5: May 4 - June 26 (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 8, Week 1: MAY 19, 2026 Module 8, Week 2: JUNE 10, 2026 Module 8, Week 3: JUNE 26, 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 8, Week 1: MAY 19, 2026 Module 8, Week 2: JUNE 10, 2026 Module 8, Week 3: JUNE 26, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Procedural Text	HMH Into Reading Weekly Assessments Module 8, Week 1: MAY 19, 2026 Module 8, Week 2: JUNE 10, 2026 Module 8, Week 3: JUNE 26, 2026 P352X Procedural Text 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

Editable Weekly Plan: Grade 2 Module 8

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

Gray shading indicates non-priority instruction

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

Grade 2 Module 8 Week 1 (May 4 - May 19)				
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	Fundations	Fundations	Fundations	Fundations
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
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.	Academic Vocabulary pp. T222–T223	Academic Vocabulary pp. T232–T233	Review Power Words p. T240	Vocabulary Strategy* Reference Sources pp. T248–T249
			Generative Vocabulary* Inflections -s, -es p. T241	

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Grade 2 Module 8 Week 1, continued (May 4 - May 19)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Text Features* pp. T214–T215 <i>The Growth of a Sunflower</i> myBook pp. 100–101	Text Features pp. T224–T225 <i>From Seed to Pine Tree: Following the Life Cycle</i> (Read Aloud Book)	Make Connections pp. T234–T235 <i>Experiment with What a Plant Needs to Grow</i> myBook pp. 102–113	Text Organization* pp. T242–T243 <i>Experiment with What a Plant Needs to Grow</i> myBook pp. 102–115	Research pp. T250–T251
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text Priming the Students p. W114	Procedural Text Priming the Text p. W115	Procedural Text The Read p. W116	Procedural Text Vocabulary p. W117	Procedural Text Prewriting I: Procedural Text p. W118
Grammar: Telling How Many p. W299	Grammar: Adjectives with -er, -est p. W300	Grammar: Using Adjectives* p. W301	Grammar: Review Subject-Verb Agreement p. W222	Grammar: Connect to Writing: Using Adjectives* p. W303

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Grade 2 Module 8 Week 1 (May 4 - May 19)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - *Jobs*, pp. 52—59
 - *Playing Music* pp. 60—67
- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics : Vowel Digraphs/Spelling Patterns: *oo, ou, ew, ue, u, u_e* (Session 208)
 - Phonics: Words with *oo, ew, ue, ou* (Session 300)
 - Phonological Awareness: Segment Syllables (Session 213)
 - Phonological Awareness: Blend Syllables (Session 33)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *Experiment with What a Plant Needs to Grow*
 - Generative Vocabulary: Inflections *-s, -es*
 - Vocabulary Strategy: Research Sources

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 7: Make Connections
 - 37: Research Sources
 - 26: Text Organization: Cause and Effect
 - 27: Text Features 1
 - 28: Text Features 2
- Read and Respond Journal
 - *Keeping Safe in a Storm* (Evaluate, Text Organization)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 22.1–22.3: Justify

Literacy Centers, pp. T202–T203

Grade 2 Module 8 Week 2 (May 20 - June 10)				
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* Prefix <i>mis-</i> pp. T296–T297</p>	<p>Review Power Words pp. T304–T305</p>
Reading	Reading	Reading	Reading	Reading
<p>Characters* pp. T270–T271 <i>The Legend of the Indian Paintbrush</i> (Read Aloud Book)</p>	<p>Retell pp. T280–T281 <i>Jack and the Beanstalk</i> myBook pp. 116–127</p>	<p>Figurative Language* pp. T290–T291 <i>Jack and the Beanstalk</i> myBook pp. 116–129</p>	<p>Make Connections pp. T298–T299 <i>Jackie and the Beanstalk</i> myBook pp. 130–141</p>	<p>Characters pp. T306–T307 <i>Jackie and the Beanstalk</i> myBook pp. 130–143</p>

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

Grade 2 Module 8 Week 2, continued (May 20 - June 10)				
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text* Prewriting II: Choosing a Topic p. W119	Procedural Text* Drafting I: Steps in a Process p. W120	Procedural Text* Drafting II: Completing the Draft p. W121	Procedural Text* Revising I: Integrating Time-Order Words p. W122	Procedural Text* Revising II: Conferencing p. W123
Grammar: Have, Has, and Had* p. W284	Grammar: Do, Does, and Did* p. W285	Grammar: Irregular Verbs* p. W286	Grammar: Review the Verb <i>Be</i> p. W282	Grammar: Connect to Writing: Using Irregular Verbs* p. W288

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Grade 2 Module 8 Week 2 (May 20 - June 10)	
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>A New Town</i>, pp. 68-75 ○ <i>What Sue Found</i>, pp. 76-83 ● Blending Board ● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Phonics: Long <i>o</i> Spelled <i>oa, ow, oe</i> (Session 190) ○ Phonics : Words with <i>oo, ew, ue, ou</i> (Session 300) ○ Phonics: Vowel Combinations (Session 210) ○ Phonological Awareness: Produce Rhyming Words (Session 37) <p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Power Words: <i>Jack and the Beanstalk</i> ○ Generative Vocabulary: Prefix <i>mis-</i> ○ Power Words: <i>Jackie and the Beanstalk</i> 	<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 16: Characters ○ 5: Retell ○ 7: Make Connections ○ 17: Figurative Language ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Fluff, Gus, and Bob</i> (Characters) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 23.1–23.3: Compare and Contrast <p>Literacy Centers, pp. T258–T259</p>

Grade 2 Module 8 Week 3 (June 11 - June 26)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
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 Language pp. T324–T325</p>	<p>Introduce Power Words pp. T334–T335</p>	<p>Review Power Words pp. T344–T345</p>	<p>Generative Vocabulary* Prefix <i>dis-</i> pp. T352–T353</p>	<p>Cumulative Vocabulary Review pp. T360–T361</p>
Reading	Reading	Reading	Reading	Reading
<p>Story Structure pp. T326–T327 <i>The Patchwork Garden</i> (Read Aloud Book)</p>	<p>Synthesize pp. T336–T337 <i>Don't Touch Me!</i> myBook pp. 144–151</p>	<p>Text Organization* pp. T346–T347 <i>Don't Touch Me!</i> myBook pp. 144–153</p>	<p>Cause and Effect pp. T354–T355 <i>George Washington Carver: The Wizard of Tuskegee</i> myBook pp. 154–157</p>	<p>Module Wrap-Up pp. T362–T363</p>

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Writing Workshop Teacher's Guide = pp. W

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Procedural Text* Revising III: Introducing Parallel Structure p. W124	Procedural Text* Editing: Peer Proofreading p. W125	Procedural Text* Publishing I: Writing the Final Copy p. W126	Procedural Text* Publishing II: Procedural Text p. W127	Procedural Text* Sharing a Procedural Text p. W128
Grammar: Action Verbs <i>Say, Eat, Run, Sit, Hide, and Tell</i>* p. W289	Grammar: Action Verbs <i>Give, Take, See and Go</i>* p. W290	Grammar: Using Action Verbs in the Present and Past* p. W291	Grammar: Review Commas in Dates and Places p. W322	Grammar: Connect to Writing: Using Irregular Action Verbs* p. W293

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Grade 2 Module 8 Week 3 (June 11 - June 26)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
 - *Basketball*, pp. 94—91
 - *The Big Game*, pp. 92—99
- Blending Board
- Phonics Interactive Practice
 - Riddle in the Middle: Vowel Patterns: /ô/
 - Fill in the Space: Vowel Patterns *ear, eer*
- Foundational Skills and Word Study Studio
 - Phonics: Vowel Combinations (Session 210)
 - Phonics : Vowel Patterns *air, are, ear, eer* (Session 315)
 - Phonemic Awareness: Add Phonemes (Session 54)
 - Phonemic Awareness: Delete Phonemes (Session 53)
 - 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)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Power Words: *Don't Touch Me!*
 - Generative Vocabulary: Prefix *dis-*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 26: Text Organization: Cause and Effect
 - 21: Story Structure
 - 9: Synthesize
- Read and Respond Journal
 - *Sue and the Tired Wolf* (Story Structure)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 24.1–24.3: Cause and Effect

Literacy Centers, pp. T314—T315

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 Procedural Text 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					