







P352X Grade K SA  
HMH Into Reading  
2025-26

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

**Grade K - Module 2**

|   | <b>Materials</b>  | <b>Evidence of Student Learning</b><br>Student Work/ Portfolio | <b>Assessments</b>   |
|---|---|--|--|
| <b>Build Knowledge and Language</b><br>        | Classroom word wall<br>Big Idea Word Cards<br>Anchor Charts<br>Read Aloud Books   | Student reading logs<br>Student myBook work                    | HMH Into Reading<br>Weekly Assessments<br><b>Module 2, Week 1: NOV. 26, 2025</b><br><b>Module 2, Week 2: DEC. 9, 2025</b><br><b>Module 2, Week 3: DEC. 19, 2025</b><br><b>Module 2, Week 4: JAN. 9, 2026</b>                               |
| <b>Reading and Vocabulary</b><br>              | Classroom word wall<br>Reading Log<br>Vocabulary Cards<br>Anchor Charts<br>Read Aloud Books<br>BookStix<br>myBook   | Student reading logs<br>Student myBook work                    | HMH Into Reading<br>Weekly Assessments<br><b>Module 2, Week 1: NOV. 26, 2025</b><br><b>Module 2, Week 2: DEC. 9, 2025</b><br><b>Module 2, Week 3: DEC. 19, 2025</b><br><b>Module 2, Week 4: JAN. 9, 2026</b>                               |
| <b>Writing Workshop</b><br>                  | Classroom word wall<br>Writer's Notebook<br>Anchor Charts<br>Chart Paper  | Published Opinion Piece  | HMH Into Reading<br>Weekly Assessments<br><b>Module 2, Week 1: NOV. 26, 2025</b><br><b>Module 2, Week 2: DEC. 9, 2025</b><br><b>Module 2, Week 3: DEC. 19, 2025</b><br><b>Module 2, Week 4: JAN. 9, 2026</b><br><br>P352X Narrative Rubric |
| <b>Foundational Skills (Foundations)</b><br> | Large Letter Cards<br>Echo & Baby Echo<br>Standard Sound Cards<br>Large Writing Grid<br>Student Notebook<br>Letter Tiles<br>Dry Erase Writing Tablet<br>Start Right Readers | Student Foundations work<br>Student Notebook                   | Foundations Student Notebook<br>Assessment<br><br>End of Unit Assessment   |

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

## Editable Weekly Plan: Grade K 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 K Module 2 Week 1 (November 17 - November 26)  |  |  |  |  |
|--|--|--|--|--|
| Lesson 1   | Lesson 2   | Lesson 3   | Lesson 4   | Lesson 5   |
| <b>Build Knowledge &amp; Language</b>  | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>  |
| <p><b>Introduce the Topic: There's Only One Me!</b><br/>pp. T26–T27</p> <p><b>Reading and Vocabulary</b></p> <p><b>Read Aloud</b><br/>pp. T28–T29<br/><i>I Am René, the Boy</i> (Read Aloud Book); BookStix 2.1a</p>                   | <p><b>Oral Language</b><br/>p. T38</p> <p><b>Interactive Reading</b><br/>p. T39<br/><i>I Am René, the Boy</i> (Read Aloud Book); BookStix 2.1a</p> | <p><b>Plot: Problem and Solution*</b><br/>pp. T48–T49<br/><i>I Am René, the Boy</i> (Read Aloud Book)<br/><i>myBook</i> p. 16</p> <p><b>Read Aloud</b><br/>pp. T50–T51<br/><i>Being Different Rocks!</i> (Big Book); BookStix 2.1b</p> | <p><b>Shared Reading</b><br/>pp. T60–T61<br/><i>Being Different Rocks!</i> (Big Book); BookStix 2.1b</p>   | <p><b>Response to Text</b><br/>p. T70<br/><i>I Am René, the Boy</i> (Read Aloud Book)<br/><i>myBook</i> p. 17</p> <p><b>Oral Language</b><br/>p. T71</p> |
| <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> | Fundations   | Fundations   | Fundations   | Fundations   |
| <b>Writing Workshop</b>  | <b>Writing Workshop</b>  | <b>Writing Workshop</b>  | <b>Writing Workshop</b>  | <b>Writing Workshop</b>  |
| <p><b>What Is a Narrative?</b><br/>pp. T34–T35</p>   | <p><b>Let's Read One: Narrative</b><br/>pp. T44–T45</p>  | <p><b>Does It Make Sense?</b><br/>p. T56</p> <p><b>Interactive Writing: Narrative</b><br/>p. T57</p>   | <p><b>Grammar: Past-Tense Verbs</b><br/>p. T66</p> <p><b>Interactive Writing: Narrative</b><br/>p. T67</p> | <p><b>Grammar: Irregular Past-Tense Verbs</b><br/>p. T76</p> <p><b>Interactive Writing: Narrative</b><br/>p. T77</p>                                     |

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

| <b>Grade K Module 2 Week 1 (November 17 - November 26)</b>  |   |
|---|---|
| <b>Small Group/Independent Options</b>  |   |
| <p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Alphabet Knowledge Interactive Practice</b></li> <li>• <b>Start Right Readers</b> <ul style="list-style-type: none"> <li>○ Book 1, <i>Mm</i>, p. 52</li> <li>○ Book 1, <i>Ss</i>, p. 60</li> <li>○ Book 2, <i>Tt</i>, p. 4</li> <li>○ Book 2, <i>Bb</i>, p. 12</li> </ul> </li> <li>• <b>Blending Board</b></li> <li>• <b>Foundational Skills and Word Study Studio</b> <ul style="list-style-type: none"> <li>○ <b>Phonics: Letter/Sound Tt (Session 59)</b></li> <li>○ <b>Phonics: Words with <i>b</i> (Session 80)</b></li> <li>○ <b>Phonological Awareness: Segment Syllables (Session 34)</b></li> <li>○ <b>Phonemic Awareness: Isolate Final Sound (Session 43)</b></li> </ul> </li> </ul> | <p><b>Reinforce Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Tabletop Minilessons: Reading</b> <ul style="list-style-type: none"> <li>○ 19: Plot</li> </ul> </li> </ul> <p><b>Support English Language Development</b></p> <ul style="list-style-type: none"> <li>• <b>Tabletop Minilessons: English Language Development</b> <ul style="list-style-type: none"> <li>○ 3.1: Analyze</li> </ul> </li> </ul> <p><b>Literacy Centers, pp. T15–T19</b></p> |

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| Grade K Module 2 Week 2 (December 1 - December 9)   |  |  |   |   |
|---|--|--|---|---|
| Lesson 6  | Lesson 7   | Lesson 8   | Lesson 9  | Lesson 10   |
| <b>Build Knowledge &amp; Language</b>   | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>   | <b>Reading and Vocabulary</b>   |
| <b>Oral Language</b><br>p. T86<br><b>Explore Word Relationships</b><br>p. T87   | <b>Oral Language</b><br>p. T98<br><b>Interactive Reading</b><br>p. T99<br><i>I Like Myself!</i> (Read Aloud Book); BookStix 2.2a | <b>Topic and Theme*</b><br>pp. T108–T109<br><i>I Like Myself!</i> (Read Aloud Book)<br>myBook p. 19<br><b>Read Aloud</b><br>pp. T110–T111<br><i>ABC I Like Me!</i> (Big Book); BookStix 2.2b | <b>Shared Reading</b><br>pp. T120–T121<br><i>ABC I Like Me!</i> (Big Book); BookStix 2.2b | <b>Response to Text</b><br>p. T130<br><i>ABC I Like Me!</i> (Big Book)<br>myBook p. 20<br><b>Oral Language</b><br>p. T131 |
| <b>Reading and Vocabulary</b>   |  |  |   |   |
| <b>Read Aloud</b><br>pp. T88–T89<br><i>I Like Myself!</i> (Read Aloud Book); BookStix 2.2a  |  |  |   |   |
| <b>Foundational Skills</b>  | <b>Foundational Skills</b>   | <b>Foundational Skills</b>   | <b>Foundational Skills</b>  | <b>Foundational Skills</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. | Fundations   | Fundations   | Fundations  | Fundations  |
| <b>Writing Workshop</b>   | <b>Writing Workshop</b>  | <b>Writing Workshop</b>  | <b>Writing Workshop</b>   | <b>Writing Workshop</b>   |
| <b>Planning a Narrative</b><br>pp. T94–T95  | <b>Organizing a Narrative</b><br>pp. T104–T105   | <b>Drafting a Narrative</b><br>pp. T116–T117   | <b>Revising a Narrative</b><br>pp. T126–T127  | <b>Publishing a Narrative</b><br>pp. T136–T137  |

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| <b>Grade K Module 2 Week 2 (December 1 - December 9)</b>   |  |
|--|--|
| <b>Small Group/Independent Options</b>   |  |
| <p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>· Phonics Interactive Practice               <ul style="list-style-type: none"> <li>○ Riddle in the Middle: Short <i>a</i></li> </ul> </li> <li>· Start Right Readers               <ul style="list-style-type: none"> <li>○ Book 2, <i>Tt</i>, p. 4</li> <li>○ Book 2, <i>Bb</i>, p. 12</li> <li>○ Book 2, <i>Sam</i>, p. 20</li> <li>○ Book 2, <i>At Bat</i>, p. 28</li> </ul> </li> <li>· Blending Board</li> <li>· Foundational Skills and Word Study Studio               <ul style="list-style-type: none"> <li>○ Phonics: Words with Short <i>a</i> (Session 74)</li> <li>○ Phonemic Awareness: Blend Syllables (Session 33)</li> <li>○ Phonemic Awareness: Isolate Medial Sound (Session 45)</li> <li>○ Phonemic Awareness: Blend Phonemes (Session 49)</li> </ul> </li> </ul> <p>Phonological Awareness<br/>s: Segment Syllables (Session 34)</p> | <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>○ 28: 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>○ 3.3: Analyze</li> </ul> </li> </ul> <p><b>Literacy Centers, pp. T15–T19</b></p> |

| Grade K Module 2 Week 3 (December 10 - December 19)   |  |  |   |  |
|---|--|--|---|--|
| Lesson 11   | Lesson 12  | Lesson 13  | Lesson 14   | Lesson 15  |
| <b>Build Knowledge &amp; Language</b>   | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>   | <b>Reading and Vocabulary</b>  |
| <b>Oral Language</b><br>p. T146<br><b>Explore Word Relationships</b><br>p. T147   | <b>Oral Language</b><br>p. T158<br><b>Interactive Reading</b><br>p. T159<br><i>Snail &amp; Worm Again</i> (Read Aloud Book); BookStix 2.3c | <b>Plot: Problem and Solution*</b><br>pp. T168–T169<br><i>Snail &amp; Worm Again</i> (Read Aloud Book)<br>myBook p. 22<br><b>Read Aloud</b><br>pp. T170–T171<br><i>Pete the Cat: Too Cool for School</i> (Big Book); BookStix 2.3b | <b>Shared Reading</b><br>pp. T180–T181<br><i>Pete the Cat: Too Cool for School</i> (Big Book);<br>BookStix 2.3b | <b>Response to Text</b><br>p. T190<br><i>Pete the Cat: Too Cool for School</i> (Big Book)<br>myBook p. 23<br><b>Oral Language</b><br>p. T191 |
| <b>Reading and Vocabulary</b>   |  |  |   |  |
| <b>Read Aloud</b><br>pp. T148–T149<br><i>Snail &amp; Worm Again</i> (Read Aloud Book); BookStix 2.3c  |  |  |   |  |
| <b>Foundational Skills</b>  | <b>Foundational Skills</b>   | <b>Foundational Skills</b>   | <b>Foundational Skills</b>  | <b>Foundational Skills</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. | Foundations  | Foundations  | Foundations   | Foundations  |
| <b>Writing Workshop</b>   | <b>Writing Workshop</b>  | <b>Writing Workshop</b>  | <b>Writing Workshop</b>   | <b>Writing Workshop</b>  |
| <b>Set the Scene</b><br>pp. T154<br><b>Interactive Writing: Narrative</b><br>p. T155  | <b>Grammar: Adjectives for Color</b><br>p. T164<br><b>Interactive Writing: Narrative</b><br>p. T165  | <b>Who’s There?</b><br>p. T176<br><b>Interactive Writing: Narrative</b><br>p. T177   | <b>Grammar: Adjectives for Size</b><br>p. T186<br><b>Interactive Writing: Narrative</b><br>p. T187              | <b>Grammar: Adjectives for Feelings</b><br>p. T196<br><b>Interactive Writing: Narrative</b><br>p. T197                                       |

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**Grade K Module 2 Week 3 (December 10 - December 19)**

**Small Group/Independent Options**

**Practice and Reinforce Foundational Skills**

- Start Right Readers
    - Book 2, *Sam*, p. 20
    - Book 2, *At Bat*, p. 28
    - Book 2, *Tad*, p. 36
    - Book 2, *Go, Tad*, p. 44
  - Blending Board
  - Foundational Skills and Word Study Studio
    - Phonics: Words with *n* (Session 76)
    - Phonics: Words with *d* (Session 89)
    - Phonological Awareness: Recognize Rhyming Words (Session 36)
    - Phonemic Awareness: Isolate Initial Sound (Session 41)
- Phonological Awareness: Produce Rhyming Words (Session 37)

**Reinforce Reading Skills and Strategies**

- **Tabletop Minilessons: Reading**
  - 5: Check for Understanding

**Support English Language Development**

- **Tabletop Minilessons: English Language Development**
  - 4.2: Describe

**Literacy Centers, pp. T15–T19**

| Grade K Module 2 Week 4 (December 22 - January 9)   |  |  |  |   |
|---|--|--|--|---|
| Lesson 16   | Lesson 17  | Lesson 18  | Lesson 19  | Lesson 20   |
| <b>Build Knowledge &amp; Language</b>   | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>  | <b>Reading and Vocabulary</b>   |
| <b>Oral Language</b><br>p. T206<br><b>Explore Word Relationships</b><br>p. T207   | <b>Oral Language</b><br>p. T218<br><b>Interactive Reading</b><br>p. T219<br><i>Tiny Rabbit's Big Wish</i><br>(Read Aloud Book);<br>BookStix 2.4a | <b>Theme*</b><br>pp. T228–T229<br><i>Tiny Rabbit's Big Wish</i><br>(Read Aloud Book)<br>myBook p. 25<br><b>Read Aloud</b><br>pp. T230–T231<br><i>My Friends</i> (Big Book);<br>BookStix 2.4b | <b>Shared Reading</b><br>pp. T240–T241<br><i>My Friends</i> (Big Book);<br>BookStix 2.4b | <b>Response to Text</b><br>p. T250<br><i>Tiny Rabbit's Big Wish</i><br>(Read Aloud Book)<br>myBook p. 26<br><b>Oral Language</b><br>p. T251<br>myBook p. 27 |
| <b>Reading and Vocabulary</b>   |  |  |  |   |
| <b>Read Aloud</b><br>pp. T208–T209<br><i>Tiny Rabbit's Big Wish</i><br>(Read Aloud Book); BookStix 2.4a   |  |  |  |   |
| <b>Foundational Skills</b>  | <b>Foundational Skills</b>   | <b>Foundational Skills</b>   | <b>Foundational Skills</b>   | <b>Foundational Skills</b>  |
| <b>Fundations:</b> 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. | Fundations   | Fundations   | Fundations   | Fundations  |
|   |  |  |  | <b>Writing Workshop</b>   |
|   |  |  |  | <b>Publishing a Narrative</b><br>pp. T256–T257  |
| <b>Writing Workshop</b>   | <b>Writing Workshop</b>  | <b>Writing Workshop</b>  | <b>Writing Workshop</b>  | <b>Build Knowledge &amp; Language</b>   |
| <b>Planning a Narrative</b><br>pp. T214–T215  | <b>Organizing a Narrative</b><br>pp. T224–T225   | <b>Drafting a Narrative</b><br>pp. T236–T237   | <b>Revising a Narrative</b><br>pp. T246–T247   | <b>Wrap Up the Topic</b><br>pp. T258–T259   |

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| <b>Grade K Module 2 Week 4 (December 22 - January 9)</b>   |  |
|--|--|
| <b>Small Group/Independent Options</b>   |  |
| <p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>· Phonics Interactive Practice               <ul style="list-style-type: none"> <li>○ Riddle in the Middle: Consonants <i>c</i> and <i>p</i></li> </ul> </li> <li>· Start Right Readers               <ul style="list-style-type: none"> <li>○ Book 2, <i>Tad</i>, p. 36</li> <li>○ Book 2, <i>Go, Tad</i>, p. 44</li> <li>○ Book 2, <i>See the Cat Nap</i>, p. 52</li> <li>○ Book 2, <i>Mac the Cat</i>, p. 60</li> </ul> </li> <li>· Blending Board</li> <li>· Foundational Skills and Word Study Studio               <ul style="list-style-type: none"> <li>○ Phonics: Letter/Sound <i>Cc</i> (Hard <i>c</i>) (Session 60)</li> <li>○ Phonics: Letter/Sound <i>Pp</i> (Session 61)</li> <li>○ Phonological Awareness: Blend Syllables (Session 33)</li> <li>○ Phonemic Awareness: Isolate Initial Sound (Session 41)</li> <li>○ Phonemic Awareness: Isolate Final Sound (Session 43)</li> <li>○ Phonological Awareness: Blend Onset and Rime (Session 39)</li> </ul> </li> </ul> | <p><b>Reinforce Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>· <b>Tabletop Minilessons: Reading</b> <ul style="list-style-type: none"> <li>○ <b>5: Check for Understanding</b></li> </ul> </li> </ul> <p><b>Support English Language Development</b></p> <ul style="list-style-type: none"> <li>· <b>Tabletop Minilessons: English Language Development</b> <ul style="list-style-type: none"> <li>○ <b>4.3: Describe</b></li> </ul> </li> </ul> <p><b>Literacy Centers, pp. T15–T19</b></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.

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Teacher’s Guide = pp. T

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**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 :

|                                 | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> |
|---------------------------------|---------------|----------------|------------------|-----------------|---------------|
| <b>HMH Module Lesson Number</b> |               |                |                  |                 |               |
| <b>Skill Areas Addressed</b>    |               |                |                  |                 |               |
| <b>Assessment</b>               |               |                |                  |                 |               |
| <b>Materials Needed</b>         |               |                |                  |                 |               |
| <b>Differentiation</b>          |               |                |                  |                 |               |

**P352X Narrative Rubric (Grade K)**

| Criteria                                 | Developing   | Progressing  | Meet Expectations  | Exceeding Expectations   | Score |
|--|--|--|--|--|-------|
|  | 1  | 2  | 3  | 4  |       |
| <b>Organization/<br/>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/<br/>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>                             |  |  |  |  |       |

\*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment  
 Gray shading indicates lower priority instruction  
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 Writing Workshop Teacher’s Guide = pp. W