P352X Grade 1 SA, AA

**HMH Into Reading**

2026-27

Marking Period 2: November 9 – January 8 (7 weeks)

## Grade 1 - Module 2

| | Materials | Evidence of Student Learning | Assessments |
|---|---|---|---|
| **Build Knowledge and Language** HMH | Classroom word wall<br>Big Idea Word Cards<br>Anchor Charts<br>Read Aloud Books | Student Work/ Portfolio<br>Student reading logs<br>Student myBook work | HMH Into Reading<br>Weekly Assessments<br>**Module 2, Week 1: NOV. 25, 2026**<br>**Module 2, Week 2: DEC. 15, 2026**<br>**Module 2, Week 3: JAN 8, 2027** |
| **Reading and Vocabulary** HMH | 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>**Module 2, Week 1: NOV. 25, 2026**<br>**Module 2, Week 2: DEC. 15, 2026**<br>**Module 2, Week 3: JAN 8, 2027** |
| **Writing Workshop** HMH | Classroom word wall<br>Writer's Notebook<br>Anchor Charts<br>Chart Paper | Published Descriptive Essay | HMH Into Reading<br>Weekly Assessments<br>**Module 2, Week 1: NOV. 25, 2026**<br>**Module 2, Week 2: DEC. 15, 2026**<br>**Module 2, Week 3: JAN 8, 2027**<br><br>P352X Descriptive Essay Rubric |
| **Foundational Skills (Fundations)** Fundations Wilson Language Basics | 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 Fundations work<br>Student Notebook | Fundations Student Notebook Assessment<br><br>End of Unit Assessment |

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# Editable Weekly Plan: Grade 1 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 Fundations® - 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 1 Module 2 Week 1 (November 9 - November 25) | | | | |
|---|---|---|---|---|
| **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Build Knowledge & Language** | **Foundational Skills** | **Foundational Skills** | **Foundational Skills** | **Foundational Skills** |
| **Module Launch**<br>**pp. T200–T201** | Fundations | Fundations | Fundations | Fundations |
| **Foundational Skills** | **Vocabulary** | **Vocabulary** | **Vocabulary** | **Vocabulary** |
| **Fundations:** Choose the Level appropriate for your students and teach the lessons in order.<br>Teach one Lesson (30-45 minutes) every day.<br>Each Fundations lesson should consist of 3-5 activities that are rotated daily. | **Introduce Oral Language**<br>**pp. T218–T219** | **Introduce Power Words**<br>**pp. T228–T229** | **Review Power Words**<br>**p. T236**<br><br>**Generative Vocabulary***<br>Words About Feelings<br>p. T5 | **Vocabulary Strategy*: Antonyms**<br>**pp. T244–T245** |
| **Reading** | **Reading** | **Reading** | **Reading** | **Reading** |
| **Ideas and Support***<br>pp. T210–T211<br>*Kids Speak Up!*<br>*my*Book pp. 74–75 | **Text Organization***<br>pp. T220–T221<br>*Whose Hands Are These?* (Big Book) | **Retell**<br>pp. T230–T231<br>*Dan Had a Plan*<br>*my*Book pp. 76–91 | **Setting***<br>pp. T238–T239<br>*Dan Had a Plan*<br>*my*Book pp. 76–93 | **Speaking and Listening**<br>pp. T246–247<br>*Kids Speak Up!*<br>*my*Book pp. 74–75 |
| **Writing Workshop** | **Writing Workshop** | **Writing Workshop** | **Writing Workshop** | **Writing Workshop** |
| **Descriptive Essay**<br>Introducing the Focal Text<br>p. W18 | **Descriptive Essay**<br>The Read<br>p. W19 | **Descriptive Essay**<br>Vocabulary<br>p. W20 | **Descriptive Essay**<br>Prewriting I: Finding a Topic<br>p. W21 | **Descriptive Essay**<br>Prewriting II: Planning a Descriptive Essay<br>p. W22 |
| **Grammar: Adjectives**<br>**p. W306** | **Grammar: Adjectives for Size and Shape***<br>**p. W307** | **Grammar: Using Articles***<br>**p. W308** | **Grammar: Review Action Verbs p. W289** | **Grammar: Using Adjectives and Articles**<br>**p. W310** |

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| Grade 1 Module 2 Week 1 (November 9 - November 25) |
|---|
| **Small Group/Independent Options** |
| **Practice and Reinforce Vocabulary**<br>· Vocabulary Interactive Practice<br>○ Power Words: *Dan Had a Plan*<br>○ Generative Vocabulary: Words About Places and Things<br>○ Vocabulary Strategy: Antonyms<br><br>**Reinforce Reading Skills and Strategies**<br>· Tabletop Minilessons: Reading<br>○ 15: Ideas and Support<br>○ 23: Text Organization<br>○ 5: Retell<br>○ 11: Setting<br>○ 29: Social Communication<br>· Read and Respond Journal<br>○ *Sal* (Setting)<br><br>**Support English Language Development**<br>· Tabletop Minilessons: English Language Development<br>○ 4.1–4.3: Recount Information<br><br>Literacy Centers, pp. T198–T199 |

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| Grade 1 Module 2 Week 2 (November 30 - December 15) | | | | |
|---|---|---|---|---|
| **Lesson 6** | **Lesson 7** | **Lesson 8** | **Lesson 9** | **Lesson 10** |
| **Foundational Skills** | **Foundational Skills** | **Foundational Skills** | **Foundational Skills** | **Foundational Skills** |
| **Fundations:** Choose the Level appropriate for your students and teach the lessons in order.<br>Teach one Lesson (30-45 minutes) every day.<br>Each Fundations lesson should consist of 3-5 activities that are rotated daily. | Fundations | Fundations | Fundations | Fundations |
| **Vocabulary** | **Vocabulary** | **Vocabulary** | **Vocabulary** | **Vocabulary** |
| **Introduce Oral Language**<br>pp. T264–T265 | **Introduce Power Words**<br>pp. T274–T275 | **Review Power Words**<br>**pp. T284–T285** | **Generative Vocabulary***<br>Words about Places and Things<br>pp. T292–T293 | **Review Power Words**<br>pp. T300–T301 |
| **Reading** | **Reading** | **Reading** | **Reading** | **Reading** |
| **Setting***<br>pp. T266–T267<br>*Maybe Something Beautiful*<br>(Read Aloud Book) | **Summarize**<br>pp. T276–T277<br>*On The Map!*<br>*my*Book pp. 94–101 | **Text Features***<br>pp. T286–T287<br>*On The Map!*<br>*my*Book pp. 94–103 | **Make Connections**<br>pp. T294–T295<br>*Places in my Neighborhood*<br>*my*Book pp. 104–115 | **Content Area Words***<br>pp. T302–T303<br>*Places in my Neighborhood*<br>*my*Book pp. 104–117 |
| **Writing Workshop** | **Writing Workshop** | **Writing Workshop** | **Writing Workshop** | **Writing Workshop** |
| **Descriptive Essay**<br>Drafting I: Elements of a Descriptive Essay<br>p. W23 | **Descriptive Essay**<br>Drafting II: Using Sensory Words<br>p. W24 | **Descriptive Essay**<br>Drafting III: Adding Art<br>p. W25 | **Descriptive Essay**<br>Revising I: Grouping<br>p. W26 | **Descriptive Essay**<br>Revising II: Incorporating Feedback<br>p. W27 |
| **Grammar: Adjectives**<br>**p. W311** | **Grammar: Adjectives for Color***<br>p. W312 | **Grammar: Adjectives for Number***<br>p. W313 | **Grammar: Review Subject Pronouns**<br>p. W269 | **Grammar: Using Adjectives for Color and Number**<br>p. W315 |

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## Grade 1 Module 2 Week 2 (November 30 - December 15)

**Small Group/Independent Options**

**Practice and Reinforce Vocabulary**

- Vocabulary Interactive Practice
  - Power Words: *On the Map!*
  - Generative Vocabulary: Words About Places and Things
  - Power Words: *Places in My Neighborhood*

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 11: Setting
  - 4: Summarize
  - 20–21: Text Features
  - 7: Make Connections
  - 14: Content-Area Words
- Read and Respond Journal
  - *Pip Can Help* (Make Connections)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 5.1–5.3: Compare and Contrast

Literacy Centers, pp. T254–T255

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| Grade 1 Module 2 Week 3 (December 16 - January 8) | | | | |
|---|---|---|---|---|
| **Lesson 11** | **Lesson 12** | **Lesson 13** | **Lesson 14** | **Lesson 15** |
| **Foundational Skills** | **Foundational Skills** | **Foundational Skills** | **Foundational Skills** | **Foundational Skills** |
| **Fundations:** Choose the Level appropriate for your students and teach the lessons in order.<br>Teach one Lesson (30-45 minutes) every day.<br>Each Fundations lesson should consist of 3-5 activities that are rotated daily. | Fundations | Fundations | Fundations | Fundations |
| **Vocabulary** | **Vocabulary** | **Vocabulary** | **Vocabulary** | **Vocabulary** |
| **Introduce Oral Language**<br>pp. T320–T321 | **Introduce Power Words**<br>pp. T330–T331 | **Review Power Words**<br>pp. T340–T341 | **Generative Vocabulary***<br>Words About Actions and Directions<br>pp. T348–T349 | **Cumulative Vocabulary Review**<br>pp. T356–T357 |
| **Reading** | **Reading** | **Reading** | **Reading** | **Reading** |
| **Setting***<br>pp. T322–T323<br>*Abuela* (Read Aloud Book) | **Ask and Answer Questions**<br>pp. T332–T333<br>*Who Put the Cookies in the Cookie Jar?*<br>*my*Book pp. 118–137 | **Text Organization***<br>pp. T342–T343<br>*Who Put the Cookies in the Cookie Jar?*<br>*my*Book pp. 118–139 | **Content-Area Words***<br>pp. T350–T351<br>*Curious About Jobs*<br>myBook pp. 140–143 | **Module Wrap-Up**<br>pp. T358–T359 |
| **Writing Workshop** | **Writing Workshop** | **Writing Workshop** | **Writing Workshop** | **Writing Workshop** |
| **Descriptive Essay**<br>Revising III: Capitalization<br>p. W28 | **Descriptive Essay**<br>Editing I: Reviewing for Grammar<br>p. W29 | **Descriptive Essay**<br>Editing II: Preparing to Publish<br>p. W30 | **Descriptive Essay**<br>Publishing<br>p. W31 | **Descriptive Essay**<br>Sharing<br>p. W32 |
| **Grammar: Complete Sentences* p. W196** | **Grammar: Forming Complete Sentences***<br>p. W197 | **Grammar: Complete and Incomplete Sentences***<br>p. W198 | **Grammar: Review Adjectives and Articles**<br>p. W309 | **Grammar: Using Complete Sentences**<br>p. W200 |

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## Grade 1 Module 2 Week 3 (December 16 - January 8)

### Small Group/Independent Options

**Practice and Reinforce Vocabulary**

- Vocabulary Interactive Practice
  - Power Words: *Who Put the Cookies in the Cookie Jar?*
  - Generative Vocabulary: Words about Actions, Directions and Positions

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 11: Setting
  - 1: Ask and Answer Questions
  - 23: Text Organization
  - 14: Content-Area Words
  - 9: Synthesize
- Read and Respond Journal
  - *Tell Cat!* (Ask and Answer Questions)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 6.1–6.3: Classify

Literacy Centers, pp. T310–T311

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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 Fundations*), 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 Descriptive Essay Rubric (Grade 1)

| 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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