P352X Grade 2 SA, AA

HMH Into Reading

2026-27

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

Grade 2 - Module 2

	Materials	Evidence of Student Learning	Assessments
Build Knowledge and Language HMH	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 2, Week 1: NOV. 25, 2026** **Module 2, Week 2: DEC. 15, 2026** **Module 2, Week 3: JAN 8, 2027**
Reading and Vocabulary HMH	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 2, Week 1: NOV. 25, 2026** **Module 2, Week 2: DEC. 15, 2026** **Module 2, Week 3: JAN 8, 2027**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Descriptive Essay	HMH Into Reading Weekly Assessments **Module 2, Week 1: NOV. 25, 2026** **Module 2, Week 2: DEC. 15, 2026** **Module 2, Week 3: JAN 8, 2027** P352X Descriptive Essay Rubric
Foundational Skills (Fundations) Fundations Wilson Language Basics	Large Letter Cards Echo & Baby Echo Standard Sound Cards Large Writing Grid Student Notebook Letter Tiles Dry Erase Writing Tablet Start Right Readers	Student Fundations work Student Notebook	Fundations Student Notebook Assessment End of Unit Assessment

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

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Writing Workshop Teacher's Guide = pp. W

Editable Weekly Plan: Grade 2 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 2 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 **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** **Generative Vocabulary*** **Suffixes –er, –est** **p. T241**	**Vocabulary Strategy*** **Synonyms** **pp. T248–T249**
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Author's Purpose* pp. T214–T215 *What's the Matter?* *my*Book pp. 98–99	**Central Idea** pp. T224–T225 *The Important Book* (Read Aloud Book)	**Make Inferences** pp. T234-T235 *Many Kinds of Matter* *my*Book pp. 100–119	**Content-Area Words*** pp. T242–T243 *Many Kinds of Matter* *my*Book pp. 100–121	**Research** pp. T250–T251
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Descriptive Essay* Priming the Students p. W18	**Descriptive Essay*** Priming the Text p. W19	**Descriptive Essay*** The Read p. W20	**Descriptive Essay*** Vocabulary p. W21	**Descriptive Essay*** Prewriting I: Preparing to Write p. W22
Grammar: Nouns for People and Animals* **p. W224**	**Grammar: Nouns for Places and Things*** **p. W225**	**Grammar: Nouns for People, Animals, Places, and Things*** **p. W226**	**Grammar: Review Kinds of Sentences** **p. W207**	**Grammar: Connect to Writing: Using Nouns*** **p. W228**

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Grade 2 Module 2 Week 1 (November 9 - November 25)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *The Lone Cat,* pp. T212–T213, pp. T220–T221, p. T227
  - *Cat Has a Pal,* pp. T230–T231, pp. T238–T239
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonemic Awareness: Isolate Medial Sound (Session 45)
  - Phonemic Awareness: Segment Phonemes (Session 51)
  - Phonics: Review: Words with Long *o*, Long *u,* Long *e* (Session 241)
  - Phonics: Base Words with Endings *–er, –est* (Session 289)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *Many Kinds of Matter*
  - Generative Vocabulary: Suffixes *–er, –est*
  - Vocabulary Strategy: Synonyms

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 38: Select a Topic
  - 12: Author's Purpose
  - 14: Content-Area Words
  - 6: Make Inferences
  - 13: Central Idea
- Read and Respond Journal
  - *Best Friends* (Make Inferences, Main Idea and Details)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 4.1–4.3: Classify

Literacy Centers, pp. T202–T203

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Grade 2 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. 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
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*** Inflections *–s, –es* pp. T296–T297	**Review Power Words** pp. T304–T305
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Setting pp. T370–T371 *It's Only Stanley* (Read Aloud Book)	**Make Connections** pp. T280–T281 *The Great Fuzz Frenzy* *my*Book pp. 122–155	**Connect Text and Visuals*** pp. T290–T291 *The Great Fuzz Frenzy* *my*Book pp. 122–157	**Create Mental Images** pp. T298–T299 *Water Rolls, Water Rises* *my*Book pp. 158–177	**Elements of Poetry*** pp. T306–T307 *Water Rolls, Water Rises* *my*Book pp. 158–179
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Descriptive Essay* Prewriting II: Identifying the Topic p. W23	**Descriptive Essay*** Drafting I: Elements of Informational Text p. W24	**Descriptive Essay*** Drafting II: Completing the Draft p. W25	**Descriptive Essay*** Revising I: Sentence Structure p. W26	**Descriptive Essay*** Revising II: Conferencing p. W27
Grammar: One and More Than One **p. W229**	**Grammar: Adding –s** p. W230	**Grammar: Adding –s and –es** p. W231	**Grammar: Review Simple Sentences** p. W202	**Grammar: Connect to Writing: Using Singular and Plural Nouns*** p. W233

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

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *Game Time,* pp. T266–T267, pp. T276–T277, p. T283
  - *Big Hen, Old Fox,* pp. T286–T287, pp. T294–T295
- Blending Board
- Phonics Interactive Practice
  - Riddle in the Middle: Short and Long Vowels (CVC, VCe)
  - Fill in the Space: Suffixes *–er, –est*
- Foundational Skills and Word Study Studio
  - Phonological Awareness: Blend Syllables (Session 33)
  - Phonemic Awareness: Isolate Medial Sound (Session 45)
  - Phonics: Syllable Pattern CVC (Session 206)
  - Phonics : Review : Words with Long *a*, Long *i* (Session 238)
  - Phonics: Review: Words with Long *o*, Long *u*, Long *e* (Session 241)
  - Phonics: Base Words and Endings *–s, –es* (Session 261)
  - Phonics: Base Words with Endings *–er, –est* (Session 289

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *The Great Fuzz Frenzy*
  - Generative Vocabulary: Inflections *–s, –es*
  - Power Words: *Water Rolls, Water Rises*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 22: Connect Text and Visuals 1
  - 23: Connect Text and Visuals 2
  - 11: Setting
  - 3: Create Mental Images
  - 24: Elements of Poetry
  - 7: Make Connections
- Read and Respond Journal
  - *Who Made These?* (Connect Text and Visuals)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 5.1–5.3: Infer

Literacy Centers, pp. T258–T259

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Grade 2 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. 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
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Introduce Oral Language pp. T324–T325	**Introduce Power Words** pp. T334–T335	**Review Power Words** pp. T334–T335	**Generative Vocabulary*** Words That Name Places pp. T352–T353	**Cumulative Vocabulary Review** pp. T360–T361
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Central Idea pp. T326–T327 *If You Find a Rock* (Read Aloud Book)	**Ask and Answer Questions** pp. T336–T337 *The Puddle Puzzle* *my*Book pp. 180–191	**Elements of Drama*** pp. T346–T347 *The Puddle Puzzle* *my*Book pp. 180–193	**Connect Text and Visuals*** pp. T354–T355 *Looking at Art* *my*Book pp. 194–197	**Module Wrap-Up** pp. T362–T363
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Descriptive Essay* Revising III: Elaboration p. W28	**Descriptive Essay*** Editing: Peer Proofreading p. W29	**Descriptive Essay*** Publishing I: Writing the Final Copy p. W30	**Descriptive Essay*** Publishing II: Descriptive Essay p. W31	**Descriptive Essay*** Sharing a Descriptive Essay p. W32
Grammar: Adding *–es* to Nouns **p. W234**	**Grammar: Nouns that Change Spelling** p. W235	**Grammar: Collective Nouns*** p. W236	**Grammar: Review Singular and Plural Nouns*** p. W232	**Grammar: Connect to Writing: Using Plural Nouns*** p. W238

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

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *Not Yet,* pp. T322–T323, pp. T332–T333, p. T339
  - *Big and Small,* pp. T342–T343, pp. T350–T351
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonemic Awareness: Segment Phonemes (Session 51)
  - Phonological Awareness: Segment Syllables (Session 213)
  - Phonics: Consonant Blends with *r, l, s* (Session 244)
  - Phonics: Base Words and Endings *–s, –es* (Session 261)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *The Puddle Puzzle*
  - Generative Vocabulary: Words That Name Places

Reinforce Reading Skills and Strategies

- **Tabletop Minilessons: Reading**
  - **22: Connect Text and Visuals 1**
  - **23: Connect Text and Visuals 2**
  - **29: Elements of Drama**
  - **1: Ask and Answer Questions**
  - **13: Central Idea**
  - **9: Synthesize**
- **Read and Respond Journal**
  - ***Pat Mora* (Central Idea)**

Support English Language Development

- **Tabletop Minilessons: English Language Development**
  - **6.1–6.3: Analyze**

Literacy Centers, pp. T314–T315

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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 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					

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