P352X Grade K SA, AA

HMH Into Reading

2026-27

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

Grade K - 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. 20, 2026** **Module 2, Week 2: DEC. 4, 2026** **Module 2, Week 3: DEC. 18, 2026** **Module 2, Week 4: 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. 20, 2026** **Module 2, Week 2: DEC. 4, 2026** **Module 2, Week 3: DEC. 18, 2026** **Module 2, Week 4: JAN. 8, 2027**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Narrative Writing	HMH Into Reading Weekly Assessments **Module 2, Week 1: NOV. 20, 2026** **Module 2, Week 2: DEC. 4, 2026** **Module 2, Week 3: DEC. 18, 2026** **Module 2, Week 4: JAN. 8, 2027** P352X Narrative 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

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Writing Workshop Teacher's Guide = pp. W

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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 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 K Module 2 Week 1 (November 9 - November 20)				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Build Knowledge & Language **Introduce the Topic: There's Only One Me!** **pp. T26–T27** **Reading and Vocabulary** **Read Aloud** pp. T28–T29 *I Am René, the Boy* (Read Aloud Book); BookStix 2.1a	**Reading and Vocabulary** **Oral Language** p. T38 **Interactive Reading** p. T39 *I Am René, the Boy* (Read Aloud Book); BookStix 2.1a	**Reading and Vocabulary** **Plot: Problem and Solution*** pp. T48–T49 *I Am René, the Boy* (Read Aloud Book) *my*Book p. 16 **Read Aloud** pp. T50–T51 *Being Different Rocks!* (Big Book); BookStix 2.1b	**Reading and Vocabulary** **Shared Reading** pp. T60–T61 *Being Different Rocks!* (Big Book); BookStix 2.1b	**Reading and Vocabulary** **Response to Text** p. T70 *I Am René, the Boy* (Read Aloud Book) *my*Book p. 17 **Oral Language** p. T71
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.	**Foundational Skills** Fundations	**Foundational Skills** Fundations	**Foundational Skills** Fundations	**Foundational Skills** Fundations
Writing Workshop **What Is a Narrative?** pp. T34–T35	**Writing Workshop** **Let's Read One: Narrative** pp. T44–T45	**Writing Workshop** **Does It Make Sense?** p. T56 **Interactive Writing: Narrative** p. T57	**Writing Workshop** **Grammar: Past-Tense Verbs** p. T66 **Interactive Writing: Narrative** p. T67	**Writing Workshop** **Grammar: Irregular Past-Tense Verbs** p. T76 **Interactive Writing: Narrative** p. T77

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Grade K Module 2 Week 1 (November 9 - November 20)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Alphabet Knowledge Interactive Practice
- Start Right Readers
  - Book 1, *Mm,* p. 52
  - Book 1, *Ss,* p. 60
  - Book 2, *Tt,* p. 4
  - Book 2, *Bb,* p. 12
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Letter/Sound Tt (Session 59)
  - Phonics: Words with *b* (Session 80)
  - Phonological Awareness: Segment Syllables (Session 34)
  - Phonemic Awareness: Isolate Final Sound (Session 43)

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 19: Plot

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 3.1: Analyze

Literacy Centers, pp. T15–T19

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Grade K Module 2 Week 2 (November 23 - December 4)				
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
Build Knowledge & Language	**Reading and Vocabulary**	**Reading and Vocabulary**	**Reading and Vocabulary**	**Reading and Vocabulary**
Oral Language **p. T86** **Explore Word Relationships** **p. T87**	**Oral Language** p. T98 **Interactive Reading** p. T99 *I Like Myself!* (Read Aloud Book); BookStix 2.2a	**Topic and Theme*** pp. T108–T109 *I Like Myself!* (Read Aloud Book) myBook p. 19 **Read Aloud** pp. T110–T111 *ABC I Like Me!* (Big Book); BookStix 2.2b	**Shared Reading** **pp. T120–T121** ***ABC I Like Me!* (Big Book); BookStix 2.2b**	**Response to Text** **p. T130** ***ABC I Like Me!* (Big Book)** ***my*Book p. 20** **Oral Language** **p. T131**
Reading and Vocabulary **Read Aloud** pp. T88–T89 *I Like Myself!* (Read Aloud Book); BookStix 2.2a				
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
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Planning a Narrative pp. T94–T95	**Organizing a Narrative** pp. T104–T105	**Drafting a Narrative** pp. T116–T117	**Revising a Narrative** pp. T126–T127	**Publishing a Narrative** pp. T136–T137

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Grade K Module 2 Week 2 (November 23 - December 4)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Phonics Interactive Practice
  - Riddle in the Middle: Short *a*
- Start Right Readers
  - Book 2, *Tt,* p. 4
  - Book 2, *Bb,* p. 12
  - Book 2, *Sam,* p. 20
  - Book 2, *At Bat*, p. 28
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Words with Short a (Session 74)
  - Phonemic Awareness: Blend Syllables (Session 33)
  - Phonemic Awareness: Isolate Medial Sound (Session 45)
  - Phonemic Awareness: Blend Phonemes (Session 49)

Phonological Awarenes
s: Segment Syllables (Session 34)

Reinforce Reading Skills and Strategies

- **Tabletop Minilessons: Reading**
  - **28: Theme**

Support English Language Development

- **Tabletop Minilessons: English Language Development**
  - **3.3: Analyze**

Literacy Centers, pp. T15–T19

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Grade K Module 2 Week 3 (December 7 - December 18)				
Lesson 11	**Lesson 12**	**Lesson 13**	**Lesson 14**	**Lesson 15**
Build Knowledge & Language **Oral Language** **p. T146** **Explore Word Relationships** **p. T147** **Reading and Vocabulary** **Read Aloud** **pp. T148–T149** ***Snail & Worm Again*** **(Read Aloud Book); BookStix 2.3c**	**Reading and Vocabulary** **Oral Language** p. T158 **Interactive Reading** p. T159 *Snail & Worm Again* (Read Aloud Book); BookStix 2.3c	**Reading and Vocabulary** **Plot: Problem and Solution*** pp. T168–T169 *Snail & Worm Again* (Read Aloud Book) *my*Book p. 22 **Read Aloud** pp. T170–T171 *Pete the Cat: Too Cool for School* (Big Book); BookStix 2.3b	**Reading and Vocabulary** **Shared Reading** **pp. T180-T181** ***Pete the Cat: Too Cool for School*** **(Big Book); BookStix 2.3b**	**Reading and Vocabulary** **Response to Text** **p. T190** ***Pete the Cat: Too Cool for School*** **(Big Book)** ***my*Book p. 23** **Oral Language** **p. T191**
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.	**Foundational Skills** Fundations	**Foundational Skills** Fundations	**Foundational Skills** Fundations	**Foundational Skills** Fundations
Writing Workshop **Set the Scene** pp. T154 **Interactive Writing: Narrative** p. T155	**Writing Workshop** **Grammar: Adjectives for Color** p. T164 **Interactive Writing: Narrative** p. T165	**Writing Workshop** **Who's There?** p. T176 **Interactive Writing: Narrative** p. T177	**Writing Workshop** **Grammar: Adjectives for Size** p. T186 **Interactive Writing: Narrative** p. T187	**Writing Workshop** **Grammar: Adjectives for Feelings** p. T196 **Interactive Writing: Narrative** p. T197

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Grade K Module 2 Week 3 (December 7 - December 18)			
Small Group/Independent Options			
Practice and Reinforce Foundationa · Start Right Reade ○ Book 2, *Sam,* p ○ Book 2, *At Bat,* ○ Book 2, *Tad,* p. ○ Book 2, *Go, Tac* · Blending Board · Foundational Skill ○ Phonics: Words ○ Phonics: Words ○ Phonological A ○ Phonemic Awa Phonological Awareness: Produce Rhyming Words (Session 37)	**Reinforce Reading Skills and** · **Tabletop M** o **5: Check** **Support English Language D** · **Tabletop M** **Development** o **4.2: Des** **Literacy Centers, pp. T15–T19**		

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Grade K Module 2 Week 4 (December 21 - January 8)				
Lesson 16	**Lesson 17**	**Lesson 18**	**Lesson 19**	**Lesson 20**
Build Knowledge & Language **Oral Language** p. T206 **Explore Word Relationships** p. T207	**Reading and Vocabulary** **Oral Language** p. T218 **Interactive Reading** p. T219 *Tiny Rabbit's Big Wish* (Read Aloud Book); BookStix 2.4a	**Reading and Vocabulary** **Theme*** pp. T228–T229 *Tiny Rabbit's Big Wish* (Read Aloud Book) *my*Book p. 25 **Read Aloud** pp. T230–T231 *My Friends* (Big Book); BookStix 2.4b	**Reading and Vocabulary** **Shared Reading** **pp. T240–T241** ***My Friends* (Big Book);** **BookStix 2.4b**	**Reading and Vocabulary** **Response to Text** **p. T250** ***Tiny Rabbit's Big Wish*** **(Read Aloud Book)** ***my*Book p. 26** **Oral Language** **p. T251** ***my*Book p. 27**
Reading and Vocabulary **Read Aloud** pp. T208–T209 *Tiny Rabbit's Big Wish* (Read Aloud Book); BookStix 2.4a				
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
				Writing Workshop **Publishing a Narrative** pp. T256–T257
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Build Knowledge & Language**
Planning a Narrative pp. T214–T215	**Organizing a Narrative** pp. T224–T225	**Drafting a Narrative** pp. T236–T237	**Revising a Narrative** pp. T246–T247	**Wrap Up the Topic** **pp. T258–T259**

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Grade K Module 2 Week 4 (December 21 - January 8)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Phonics Interactive Practice
  - Riddle in the Middle: Consonants *c* and *p*
- Start Right Readers
  - Book 2, *Tad,* p. 36
  - Book 2, *Go, Tad,* p. 44
  - Book 2, *See the Cat Nap,* p. 52
  - Book 2, *Mac the Cat,* p. 60
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Letter/Sound *Cc* (Hard *c*) (Session 60)
  - Phonics: Letter/Sound *Pp* (Session 61)
  - Phonological Awareness: Blend Syllables (Session 33)
  - Phonemic Awareness: Isolate Initial Sound (Session 41)
  - Phonemic Awareness: Isolate Final Sound (Session 43)
  - Phonological Awareness: Blend Onset and Rime (Session 39)

Reinforce Reading Skills and Strategies

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

Support English Language Development

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

Literacy Centers, pp. T15–T19

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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 Narrative Rubric (Grade K)

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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