P352X Grade 2 SA, AA

HMH Into Reading

2026-27

Marking Period 1: September 10 - November 6 (8 weeks)

Grade 2 - Module 1

	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 1, Week 1: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026**
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 1, Week 1: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Personal Narrative	HMH Into Reading Weekly Assessments **Module 1, Week 1: SEPT 30, 2026** **Module 1, Week 2: OCT. 20, 2026** **Module 1, Week 3: NOV. 6, 2026** P352X Personal 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

*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

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Editable Weekly Plan: Grade 2 Module 1

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 1 Week 1 (September 10 - September 30)				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Build Knowledge & Language	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**
Module Launch pp. T22–T23	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. T40–T41	**Academic Vocabulary** pp. T50–T51	**Review Power Words** p. T58 **Generative Vocabulary*** Words That Describe Actions p. T59	**Vocabulary Strategy*** Antonyms pp. T66–T67
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Central Idea* pp. T32–T33 *We Are Super Citizens* *my*Book pp. 6–7	**Central Idea*** pp. T42–T43 *Meet the Dogs of Bedlam Farm* (Read Aloud Book)	**Ask and Answer Questions** pp. T52–T53 *Clark the Shark* *my*Book pp. 8–27	**Setting*** pp. T60–T61 *Clark the Shark* *my*Book pp. 8–29	**Speaking and Listening** pp. T68–T69
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Personal Narrative* Priming the Students p. W2	**Personal Narrative*** Priming the Text p. W3	**Personal Narrative*** The Read p. W4	**Personal Narrative*** Vocabulary p. W5	**Personal Narrative*** The Writing Process p. W6
Grammar: Subjects* p. W194	**Grammar: Predicates*** p. W195	**Grammar: Using Sentences** p. W196	**Grammar: Review Nouns** p. W227	**Grammar: Connect to Writing: Using Subjects and Predicates Correctly*** p. W198

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Grade 2 Module 1 Week 1 (September 10 - September 30)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *In a Jam,* pp. T30–T31, pp. T38—T39
  - *In a Jam,* p. T45
  - *Jam Bandit,* pp. T48–T49, pp. T56—T57
- Phonics Interactive Practice
  - Riddle in the Middle: Consonants; Short *a, i*
  - Fill in the Space: Multisyllabic Words: Short *a, i*
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonemic Awareness: Identify Phonemes (Session 47)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonics: Syllable Pattern CVC (Session 206)
  - Phonics: Review: Words with Short *a,* Short *i* (Session 234)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *Clark the Shark*
  - Generative Vocabulary: Words That Describe Actions
  - Vocabulary Strategy: Antonyms

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 30: Collaborative Conversations
  - 11: Setting
  - 1: Ask and Answer Questions
  - 13: Central Idea
- Read and Respond Journal
  - *Rosa's Garden* (Ask and Answer Questions, Setting)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 1.1–1.3: Agree & Disagree

Literacy Centers, pp. T20–T21

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Grade 2 Module 1 Week 2 (October 1 - October 20)				
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. T86–T87	**Introduce Power Words** pp. T96–T97	**Review Power Words** pp. T106–T107	**Generative Vocabulary*** Words That Describe People, Places, and Things pp. T114–T115	**Review Power Words** pp. T122–T123
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Central Idea* pp. T88–T89 *The William Hoy Story* (Read Aloud Book)	**Monitor and Clarify** pp. T98–T99 *The Great Puppy Invasion* *my*Book pp. 30–49	**Author's Purpose*** pp. T108–T109 *The Great Puppy Invasion* *my*Book pp. 30–51	**Summarize** pp. T116–T117 *Being a Good Citizen* *my*Book pp. 52–63	**Author's Purpose*** pp. T124–T125 *Being a Good Citizen* *my*Book pp. 52–65
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Personal Narrative* Prewriting I: Preparing to Write p. W7	**Personal Narrative*** Prewriting II: Organizing the Story p. W8	**Personal Narrative*** Drafting I: Elements of Narrative Text p. W9	**Personal Narrative*** Drafting II: Completing the Draft p. W10	**Personal Narrative*** Revising I: Word Choice p. W11
Grammar: Complete Sentences* p. W199	**Grammar: Word Order in Sentences** p. W200	**Grammar: Run-On Sentences*** p. W201	**Grammar: Review Action Verbs** p. W267	**Grammar: Connect to Writing: Using Simple Sentences*** p. W203

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Grade 2 Module 1 Week 2 (October 1 - October 20)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *The Red Van,* pp. T84–T85, pp. T94—T95, p. T101
  - *Picnic Fun,* pp. T104–T105, pp. T112—T113
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonemic Awareness: Identify Phonemes (Session 47)
  - Phonemic Awareness: Blend Phonemes (Session 49)
  - Phonics: Syllable Pattern CVC (Session 206)
  - Phonics: Review: Words with Short *o*, Short *u*, Short *e* (Session 236)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words
  - Generative Vocabulary: Words That Describe People, Places, and Things
  - Power Words: *Being a Good Citizen*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 12: Author's Purpose
  - 4: Summarize
  - 2: Monitor and Clarify
  - 13: Central Idea
- Read and Respond Journal
  - *The Nicest Party* (Author's Purpose, Monitor and Clarify)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 2.1–2.3: Recount Information

Literacy Centers, pp. T76–T77

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Grade 2 Module 1 Week 3 (October 21 - November 6)				
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. T142–T143	**Introduce Power Words** pp. T152–T153	**Review Power Words** pp. T162–T163	**Generative Vocabulary*** Inflection *–ed, –ing* pp. T170–T171	**Cumulative Vocabulary Review** pp. T178–T179
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Characters* pp. T144–T145 *Violet the Pilot* (Read Aloud Book)	**Create Mental Images** pp. T154–T155 *Picture Day Perfection* *my*Book pp. 66–85	**Characters*** pp. T164–T165 *Picture Day Perfection* *my*Book pp. 66–87	**Central Idea*** pp. T172–T173 *Get Involved: Be Awesome!* (Media Literacy) *my*Book pp. 88–91	**Module Wrap-Up** pp. T180–T181
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Personal Narrative* Revising II: Conferencing p. W12	**Personal Narrative*** Editing I: Possessives and Contractions p. W13	**Personal Narrative*** Editing II: Peer Proofreading p. W14	**Personal Narrative*** Publishing a Personal Narrative p. W15	**Personal Narrative*** Sharing a Personal Narrative p. W16
Grammar: Statements and Questions* p. W204	**Grammar: Commands*** p. W205	**Grammar: Exclamations*** p. W206	**Grammar: Review Subjects and Predicates*** p. W197	**Grammar: Connect to Writing: Using Different Kinds of Sentences*** p. W208

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Grade 2 Module 1 Week 3 (October 21 - November 6)

Small Group/Independent Options

Practice and Reinforce Foundational Skills

- Start Right Readers
  - *Zane on a Hike,* pp. T140–T141, pp. T150–T151, p. T157
  - *Six Fake Mice,* pp. T160–T161, pp. T168–T169
- Blending Board
- Foundational Skills and Word Study Studio
  - Phonemic Awareness: Identify Phonemes (Session 47)
  - Phonics: Review: Words with Long *a*, Long *i* (Session 238)
  - Phonics: Words with Sounds for *c* (Session 239)
  - Phonics: Words with Sounds for *g* (Session 242)
  - Phonics: Base Words and Endings *–s, –ed, –ing* (Session 253)
  - Phonics: Base Words with Endings *–ed, –ing* (Session 255)
  - Phonics: Base Words with Endings *–ed, –ing* (Session 273)

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
  - Power Words: *Picture Day Perfection*
  - Generative Vocabulary: Inflection *–ed, –ing*

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 16: Characters
  - 3: Create Mental Images
  - 13: Central Idea
  - 9: Synthesize
- Read and Respond Journal
  - *The Play Date* (Characters)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 3.1–3.3: Describe

Literacy Centers, pp. T132–T133

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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 Personal Narrative 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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