


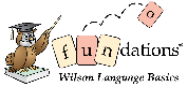




P352X Grade 5 SA
HMH Into Reading
2025-26

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

Grade 5 - Module 1

	Materials	Evidence of Student Learning Student Work/ Portfolio	Assessments
Build Knowledge and Language 	Classroom word wall Big Idea Word Cards Anchor Charts Read Aloud Books	Student reading logs Student myBook work	HMH Into Reading Weekly Assessments Module 1, Week 1: DEC. 2, 2025 Module 1, Week 2: DEC. 16, 2025 Module 1, Week 3: JAN 9, 2026
Reading and Vocabulary 	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: DEC. 2, 2025 Module 1, Week 2: DEC. 16, 2025 Module 1, Week 3: JAN 9, 2026
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Narrative Story	HMH Into Reading Weekly Assessments Module 1, Week 1: DEC. 2, 2025 Module 1, Week 2: DEC. 16, 2025 Module 1, Week 3: JAN 9, 2026 P352X Expository Essay Rubric
Foundational Skills (Foundations) 	Large Letter Cards Echo & Baby Echo Standard Sound Cards Large Writing Grid Student Notebook Letter Tiles Dry Erase Writing Tablet Start Right Readers	Student Foundations work Student Notebook	Foundations Student Notebook Assessment End of Unit Assessment

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
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Editable Weekly Plan: Grade 5 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 [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 5 Module 1 Week 1 (November 17 - December 2)				
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	Foundations	Foundations	Foundations	Foundations
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Foundations: 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.	Introduce Critical Vocabulary pp. T30–T31	Review Critical Vocabulary p. T38	Generative Vocabulary* pp. T44–T45 <i>Prefixes ex-/e-, Greek Root phon</i>	Vocabulary Spiral Review p. T48–T49
		Vocabulary Strategy: Context Clues* p. T39	Spiral Review: Greek Root meter	
Reading	Reading	Reading	Reading	Reading
Central Idea* pp. T24–T25 <i>Government Must Fund Inventors</i> myBook pp. 14–15	Summarize pp. T32–T33 <i>The Inventor’s Secret</i> myBook pp. 16–33	Author’s Purpose* pp. T40–T41 <i>The Inventor’s Secret</i> myBook pp. 16–33	Point of View* pp. T46–T47 <i>The Inventor’s Secret</i> myBook pp. 16–33	Central Idea* pp. T50–T51 <i>The Inventor’s Secret</i> myBook pp. 16–33
	Communication		Communication	Communication
	Listening Comprehension pp. T34–T37		Project Checkpoint: Brainstorm and Research pp. T10, T19	Speaking and Listening p. T52 Make Connections p. T53
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay Introducing the Focal Text pp. W2–W4	Expository Essay The Read p. W5	Expository Essay Vocabulary p. W6	Expository Essay The Writing Process p. W7	Expository Essay Prewriting: Preparing to Write p. W8
Grammar: Complete Sentences* p. W198	Grammar: Sentence Fragments, Run-Ons, and Comma Splices p. W199	Grammar: Writing Sentences p. W200	Grammar: Review Possessive Nouns p. W231	Grammar: Using Complete Sentences p. W202

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Grade 5 Module 1 Week 1 (November 17 - December 2)	
Small Group/Independent Options	
<p>Reinforce Reading Skills and Strategies</p> <ul style="list-style-type: none"> · Tabletop Minilessons: Reading <ul style="list-style-type: none"> ○ 17: Central Idea ○ 4: Summarize ○ 28: Author’s Purpose ○ 19: Point of View ○ 17: Central Idea · Read and Respond Journal <ul style="list-style-type: none"> ○ <i>Women of the American Revolution</i> (Central Idea, Author’s Purpose) · Rigby Readers/Take & Teach Lessons <ul style="list-style-type: none"> ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level 	<p>Practice and Reinforce Vocabulary</p> <ul style="list-style-type: none"> · Vocabulary Interactive Practice <ul style="list-style-type: none"> ○ Critical Vocabulary: <i>The Inventor’s Secret Book, Book 1</i> ○ Generative Vocabulary: Prefixes <i>ex/e-</i>, Greek root <i>phon</i> <p>Practice and Reinforce Foundational Skills</p> <ul style="list-style-type: none"> · Blending Board · Foundational Skills and Word Study Studio <ul style="list-style-type: none"> ○ Decoding: Vowel Sounds in Open and Closed Syllables (Session 362) ○ Decoding: Words with Greek and Latin Roots (Session 401) ○ Decoding: Words with Prefixes (Session 410) <p>Support English Language Development</p> <ul style="list-style-type: none"> · Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 1.1–1.3 Compare and Contrast <p>Literacy Centers, pp. T18–T19</p>

Grade 5 Module 1 Week 2 (December 3 - December 16)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
<p>Foundations: Choose the Level appropriate for your students and teach the lessons in order.</p> <p>Teach one Lesson (30-45 minutes) every day.</p> <p>Each Foundations lesson should consist of 3-5 activities that are rotated daily.</p>	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T62–T63	Review Critical Vocabulary pp. T70	Introduce Critical Vocabulary pp. T74–T75	Review Critical Vocabulary p. T80	Generative Vocabulary* Greek Root <i>photo</i> ; Latin Roots <i>aud</i> and <i>vis</i> * p. T84–T85
	Vocabulary Strategy: Context Clues* p. T71		Vocabulary Strategy: Context Clues* p. T81	Spiral Review: Prefix <i>ex-</i>; Greek Root <i>phon</i>
Reading	Reading	Reading	Reading	Reading
Monitor and Clarify pp. T64–T65 <i>Winds of Hope</i> myBook pp. 34–43	Text Structure* pp. T72–T73 <i>Winds of Hope</i> myBook pp. 34–43	Monitor and Clarify pp. T76–T77 <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i> myBook pp. 44–53	Central Idea* pp. T82–T83 <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i> myBook pp. 44–53	Text Structure* pp. T86–T87 <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i> myBook pp. 44–53
	Communication		Communication	Communication
	Project Checkpoint: Write and Create pp. T11, T59		Project Checkpoint: Write and Create pp. T11, T59	Research and Media Literacy p. T88 Make Connections p. T89
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay* Drafting I: Beginning the Draft p. W9	Expository Essay* Drafting II: Using Organization Strategies p. W10	Expository Essay* Drafting III: Completing the Draft p. W11	Expository Essay* Revising I: Group Conferencing p. W12	Expository Essay* Revising II: Varying Sentence Types p. W13
Grammar: Declarative and Interrogative Sentences p. W203	Grammar: Imperative and Exclamatory Sentences p. W204	Grammar: Identify Kinds of Sentences* p. W205	Grammar: Review Verbs p. W251	Grammar: Using Different Kinds of Sentences p. W207

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Grade 5 Module 1 Week 2 (December 3 - December 16)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 2: Monitor and Clarify
 - 18: Text Structure
 - 17: Central Idea
- Read and Respond Journal
 - *Making a Magazine* (Text Structure, Monitor and Clarify)
- Rigby Readers/Take & Teach Lessons
 - Select by Module Connections
 - Select by Skill/Strategy Connections
 - Select by Reading Level

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Critical Vocabulary: *Winds of Hope*
 - Critical Vocabulary: *Wheelchair Sports: Hang Glider to Wheeler-Dealer*
 - Generative Vocabulary: Greek root *phon*, Latin roots *aud* and *vis*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Multisyllabic Words with Long and Short a,e (Session 313)
 - Phonics: Latin Roots *aud, vis, vid, mem* (Session 359)
 - Decoding: Words with Greek and Latin Word Roots (Session 401)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 2.1–2.3 Classify

Literacy Centers, pp. T58–T59

Grade 5 Module 1 Week 3 (December 17 - January 9)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
<p>Foundations: Choose the Level appropriate for your students and teach the lessons in order.</p> <p>Teach one Lesson (30-45 minutes) every day.</p> <p>Each Foundations lesson should consist of 3-5 activities that are rotated daily.</p>	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
<p>Introduce Critical Vocabulary pp. T98–T99</p>	<p>Review Critical Vocabulary pp. T106</p>	<p>Generative Vocabulary: Greek Roots <i>auto, bio</i>; Prefixes <i>ir-, il-</i> pp. T110–T111</p>	<p>Vocabulary Spiral Review pp. T116–T117</p>	<p>Module Wrap-Up p. T122–T123</p>
	<p>Vocabulary Strategy: Reference Materials p. T107</p>			
Reading	Reading	Reading	Reading	Reading
<p>Make Inferences pp. T100–T101 <i>Captain Arsenio</i> myBook pp. 54–73</p>	<p>Literary Elements* pp. T108–T109 <i>Captain Arsenio</i> myBook pp. 54–73</p>	<p>Author’s Craft* pp. T112–T113 <i>Captain Arsenio</i> myBook pp. 54–73</p>	<p>Author’s Purpose* pp. T118–T119 <i>Captain Arsenio</i> myBook pp. 54–73</p>	<p>Performance Task: Expository Essay pp. T124–T127</p>
	Communication		Communication	Communication
	<p>Project Checkpoint: Practice and Present pp. T11, T95</p>		<p>Research and Media Literacy p. T120 Make Connections p. T121</p>	<p>Project Presentation pp. T11, T128</p>
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<p>Expository Essay* Revising III: Organizing p. W14</p>	<p>Expository Essay* Editing I: Grammar, Usage, and Punctuation p. W15</p>	<p>Expository Essay* Editing II: Peer Proofreading p. W16</p>	<p>Expository Essay* Publishing p. W17</p>	<p>Expository Essay* Sharing p. W18</p>
<p>Grammar: Complete Subjects and Predicates p. W208</p>	<p>Grammar: Subject-Verb Agreement p. W209</p>	<p>Grammar: Compound Sentences* p. W210</p>	<p>Grammar: Review Kinds of Sentences p. W206</p>	<p>Grammar: Compound Sentences* p. W212</p>

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Grade 5 Module 1 Week 3 (December 17 - January 9)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 7: Make Inferences
 - 12: Literary Elements
 - 27: Author’s Craft
 - 28: Author’s Purpose
- Read and Respond Journal
 - *Making a Movie* (Author’s Craft, Make Inferences)
- Rigby Readers/Take & Teach Lessons
 - Select by Module Connections
 - Select by Skill/Strategy Connections
 - Select by Reading Level

Practice and Reinforce Vocabulary

- Vocabulary Interactive Practice
 - Critical Vocabulary: *Captain Arsenio*
 - Generative Vocabulary: Greek roots *auto, bio,*
 - Generative Vocabulary: Prefixes *ir-, il-*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Multisyllabic Words with Long and Short *o, i, u* (Session 314)
 - Decoding: Words with Greek and Latin Word Roots (Session 401)
 - Decoding: Prefixes (Session 405)

Support English Language Development

- Tabletop Minilessons: English Language Development
 - 3.1–3.3: Agree and Disagree

Literacy Centers, pp. T94–T95

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 Foundations*), 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					

P352X Expository Essay Rubric (Grade 5)

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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