







P352X Grade 5 SA
HMH Into Reading
2025-26

Marking Period 1: September 4 – November 14 (9 weeks)

Grade 5 - Module 2

	Materials	Evidence of Student Learning	Assessments
Build Knowledge and Language 	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: OCT. 8, 2025 Module 2, Week 2: OCT. 24, 2025 Module 2, Week 3: NOV. 13, 2025
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 2, Week 1: OCT. 8, 2025 Module 2, Week 2: OCT. 24, 2025 Module 2, Week 3: NOV. 13, 2025
Writing Workshop 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Narrative Story	HMH Into Reading Weekly Assessments Module 2, Week 1: OCT. 8, 2025 Module 2, Week 2: OCT. 24, 2025 Module 2, Week 3: NOV. 13, 2025 P352X Narrative Story 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

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 Writing Workshop Teacher's Guide = pp. W

Editable Weekly Plan: Grade 5 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 [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 2 Week 1 (September 4 - October 8)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Module Launch pp. T150–T151	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. T158–T159	Review Critical Vocabulary p. T166	Generative Vocabulary* pp. T172–T173 <i>Prefixes un-, non-, dis-, Suffixes -y, -ly/-ily</i>	Vocabulary Spiral Review pp. T176–T177
		Vocabulary Strategy: Antonyms/Synonyms* p. T167		
Reading	Reading	Reading	Reading	Reading
Text and Graphic Features pp. T152–T153 <i>Many Ways to Tell a Story</i> myBook pp. 82–83	Synthesize pp. T160–T161 <i>Airborn</i> myBook pp. 84–107	Literary Elements* pp. T168–T169 <i>Airborn</i> myBook pp. 84–107	Figurative Language* pp. T174–T175 <i>Airborn</i> myBook pp. 84–107	Characters* pp. T178–T179 <i>Airborn</i> myBook pp. 84–107
	Communication		Communication	Communication
	Listening Comprehension pp. T162–T165		Project Checkpoint: Brainstorm and Research pp. T138, T147	Research and Media Literacy p. T180 Make Connections p. T181
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Narrative Story Introducing the Focal Text p. W20	Narrative Story The Read p. W21	Narrative Story Vocabulary p. W22	Narrative Story* Prewriting: Preparing to Write p. W23	Narrative Story Drafting 1: Beginning the Draft p. W24
Grammar: Recognizing Common and Proper Nouns* p. W218	Grammar: Capitalizing Proper Nouns p. W219	Grammar: Capitalizing Organizations p. W220	Grammar: Review Commas in Sentences p. W331	Grammar: Using Common and Proper Nouns* p. W222

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Grade 5 Module 2 Week 1 (September 4 - October 8)	
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"> ○ 16: Text and Graphic Features ○ 8: Synthesize ○ 12: Literary Elements ○ 25: Figurative Language ○ 11: Characters ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>A Trip to a Cave</i> (Literary Elements, Synthesize) ● 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>Airborn</i> ○ Generative Vocabulary: Prefixes <i>un-</i>, <i>non-</i>, <i>dis-</i> ○ Generative Vocabulary: Suffixes <i>-y</i>, <i>-ly</i>, <i>-ily</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"> ○ Phonics: Vowel Digraphs/Spelling Patterns <i>oo</i>, <i>ou</i> (Session 208) ○ Phonics: Prefixes (Session 350) ○ Decoding: Suffixes <i>-y</i>, <i>-ly</i>, <i>-ous</i> (Session 376) ○ Decoding: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> (Session 381) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 4.1–4.3 Infer <p>Literacy Centers, pp. T146–T147</p>

Grade 5 Module 2 Week 2 (October 9 - October 24)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
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.	Foundations	Foundations	Foundations	Foundations
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T190–T191	Review Critical Vocabulary p. T198	Introduce Critical Vocabulary pp. T202–T203	Review Critical Vocabulary p. T208	Generative Vocabulary* Prefixes <i>re-</i> , <i>pre-</i> , <i>post-</i> , <i>fore-</i> p. T212
	Vocabulary Strategy: Antonyms and Synonyms* p. T199		Vocabulary Strategy: Antonyms and Synonyms* p. T209	Spiral Review: Prefixes un-, non-, dis-, Suffixes -y, -ly/-ily
Reading	Reading	Reading	Reading	Reading
Visualize pp. T192–T193 <i>The Secret Garden</i> myBook pp. 108–119	Literary Elements* pp. T200–T201 <i>The Secret Garden</i> myBook pp. 108–119	Visualize pp. T204–205 <i>The Miracle of Spring</i> myBook pp. 120–139	Elements of Drama* pp. T210–T211 <i>The Miracle of Spring</i> myBook pp. 120–139	Figurative Language* pp. T214–215 <i>The Miracle of Spring</i> myBook pp. 120–139
	Communication		Communication	Communication
	Project Checkpoint: Write and pp. T138, T187		Project Checkpoint: Write and Create pp. T138, T187	Speaking and Listening p. T216 Make Connections p. T217
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Narrative Story* Drafting II: Narrative Structure p. W25	Narrative Story Drafting III: Completing the Draft p. W26	Narrative Story Revising I: Organization and Elaboration p. W27	Narrative Story* Revising II: Including Dialogue p. W28	Narrative Story Revising III: Conferencing p. W29
Grammar: Plural Nouns* p. W223	Grammar: Irregular Plurals p. W224	Grammar: Collective Nouns p. W225	Grammar: Review Compound Sentences p. W211	Grammar: Using Singular and Plural Nouns* p. W227

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Grade 5 Module 2 Week 2 (October 9 - October 24)	
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"> ○ 6: Visualize ○ 12: Literary Elements ○ 14: Elements of Drama ○ 25: Figurative Language ● Read and Respond Journal <ul style="list-style-type: none"> ○ <i>The Twin Twins</i> (Elements of Drama) ● 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 Secret Garden</i> ○ Critical Vocabulary: <i>The Miracle of Spring</i> ○ Generative Vocabulary: Prefixes <i>pre-</i>, <i>re-</i>, <i>post-</i>, <i>fore-</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"> ○ Phonics: Vowel Combinations (Session 210) ○ Phonics: Vowel Diphthongs <i>ow</i> and <i>ou</i> (Session 330) ○ Phonics: Words with <i>au</i>, <i>aw</i>, <i>al</i>, and <i>o</i> (Session 331) ○ Phonics: Vowel Diphthongs <i>oi</i>, <i>oy</i> (Session 333) ○ Decoding: Prefixes (Session 405) <p>Support English Language Development</p> <ul style="list-style-type: none"> ● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> ○ 5.1–5.3 Predict <p>Literacy Centers, pp. T186–T187</p>

Grade 5 Module 2 Week 3 (October 27 - November 14)				
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. T226–T227</p>	<p>Review Critical Vocabulary p. T234</p>	<p>Generative Vocabulary* Suffixes –ful, –less, –ment, –ness pp. T238–T239</p>	<p>Vocabulary Spiral Review pp. T244–T235</p>	<p>Module Wrap-Up pp. T250–T251</p>
	<p>Vocabulary Strategy: Context Clues p. T235</p>	<p>Spiral Review: Prefixes <i>re-</i>, <i>pre-</i>, <i>post-</i>, <i>fore-</i> p. T239</p>		
Reading	Reading	Reading	Reading	Reading
<p>Ask and Answer Questions pp. T228–T229 <i>The Poem That Will Not End</i> myBook pp. 140–165</p>	<p>Elements of Poetry* pp. T236–T237 <i>The Poem That Will Not End</i> myBook pp. 140–165</p>	<p>Author’s Purpose* pp. T240–T241 <i>The Poem That Will Not End</i> myBook pp. 140–165</p>	<p>Theme* pp. T246–T247 <i>The Poem That Will Not End</i> myBook pp. 140–165</p>	<p>Performance Task: Expository Essay pp. T252–T255</p>
	Communication		Communication	Communication
	<p>Project Checkpoint: Practice and Present pp. T138, T223</p>		<p>Speaking and Listening p. T248 Make Connections p. T249</p>	<p>Project Presentation pp. T138, T223</p>
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<p>Narrative Story Revising IV: Developing Interesting Characters p. W30</p>	<p>Narrative Story* Editing I: Grammar, Usage, and Mechanics p. W31</p>	<p>Narrative Story Editing II: Peer Proofreading p. W32</p>	<p>Narrative Story Publishing p. W33</p>	<p>Narrative Story Sharing p. W34</p>
<p>Grammar: Linking and Action Verbs* p. W248</p>	<p>Grammar: Main and Helping Verbs* p. W249</p>	<p>Grammar: Verb Tenses p. W250*</p>	<p>Grammar: Review Common and Proper Nouns p. W221</p>	<p>Grammar: Using Linking and Action Verbs* p. W252</p>

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Grade 5 Module 2 Week 3 (October 27 - November 14)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
 - 1: Ask and Answer Questions
 - 13: Elements of Poetry
 - 28: Author’s Purpose
 - 9: Theme
- Read and Respond Journal
 - *Counting Birds* (Author’s Purpose, Ask and Answer Questions)
- 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: *The Poem That Will Not End*
 - Generative Vocabulary: Suffixes *-ful, -less, -ment, -ness*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
 - Phonics: Words with *ar, or, ore* (Session 336)
 - Phonics: Words with *air, ear, are, ere, eer* (Session 339)
 - Decoding: Suffixes *-ful, -less, -ness, -ment* (Session 382)

Support English Language Development

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

Literacy Centers, pp. T222–T223

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 Narrative Story 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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