







P352X Grade 5 SA  
**HMH Into Reading**  
 2025-26

Marking Period 3: January 12 – March 6 (7 weeks)

	<b>Materials</b>	<b>Evidence of Student Learning</b> Student Work/ Portfolio	<b>Assessments</b>
<b>Build Knowledge and Language</b> 	Classroom word wall Big Idea Word Cards Anchor Charts Read Aloud Books	Student reading logs Student myBook work	HMH Into Reading Weekly Assessments <b>Module 5, Week 1: JAN. 27, 2026</b> <b>Module 5, Week 2: FEB. 11, 2026</b> <b>Module 5, Week 3: MARCH 6, 2026</b>
<b>Reading and Vocabulary</b> 	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 <b>Module 5, Week 1: JAN. 27, 2026</b> <b>Module 5, Week 2: FEB. 11, 2026</b> <b>Module 5, Week 3: MARCH 6, 2026</b>
<b>Writing Workshop</b> 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Editorial	HMH Into Reading Weekly Assessments <b>Module 5, Week 1: JAN. 27, 2026</b> <b>Module 5, Week 2: FEB. 11, 2026</b> <b>Module 5, Week 3: MARCH 6, 2026</b>  P352X Editorial Rubric
<b>Foundational Skills (Foundations)</b> 	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



## Editable Weekly Plan: Grade 5 Module 5

### 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 5 Week 1 (Jan 12 - Jan 27)				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Build Knowledge &amp; Language</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Module Launch</b> pp. T150–T151	<b>Introduce Critical Vocabulary</b> pp. T158–T159	<b>Review Critical Vocabulary</b> p. T166	<b>Generative Vocabulary*</b> pp. T172–T173 Suffixes <i>-ive</i>	<b>Vocabulary Spiral Review</b> pp. T176–T177
		<b>Vocabulary Strategy*</b> : Analogies p. T167	<b>Spiral Review</b> : Suffix <i>-able</i>	
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Central Idea</b> pp. T152–T153 <i>Nature Preserves</i> myBook pp. 300–301	<b>Ask and Answer Questions</b> pp. T160–T161 <i>Potatoes on Rooftops</i> myBook pp. 302–321	<b>Author’s Purpose*</b> pp. T168–T169 <i>Potatoes on Rooftops</i> myBook pp. 302–351	<b>Ideas and Support*</b> pp. T174–T175 <i>Potatoes on Rooftops</i> myBook pp. 302–351	<b>Author’s Craft*</b> pp. T178–T179 <i>Potatoes on Rooftops</i> myBook pp. 302–351
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Foundations</b> : 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
	<b>Communication</b>		<b>Communication</b>	<b>Communication</b>
	<b>Listening Comprehension</b> pp. T162–T165		<b>Project Checkpoint</b> : Brainstorm and Research pp. T138, T147	<b>Speaking and Listening</b> p. T180 <b>Make Connections</b> p. T181
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Editorial</b> Introducing the Focal Text pp. W68–W70	<b>Editorial</b> The Read p. W71	<b>Editorial</b> Vocabulary p. W72	<b>Editorial</b> Prewriting: Preparing to Write p. W73	<b>Editorial</b> Drafting I: Beginning the Draft p. W74
<b>Grammar</b> : Regular Verbs* p. W258	<b>Grammar</b> : Irregular Verbs* p. W259	<b>Grammar</b> : Past Tense of Irregular Verbs* p. W260	<b>Grammar</b> : Review Verb Tenses p. W256	<b>Grammar</b> : Connect to Writing: Using Regular and Irregular Verbs* p. W262

\*Assessed on Weekly Assessment and/or Module Assessment  
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Teacher’s Guide = pp. T  
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<b>Grade 5 Module 5 Week 1 (Jan 12 - Jan 27)</b>	
<b>Small Group/Independent Options</b>	
<p><b>Reinforce Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading               <ul style="list-style-type: none"> <li>○ 17: Central Idea</li> <li>○ 1: Ask and Answer Questions</li> <li>○ 28: Author’s Purpose</li> <li>○ 21: Ideas and Support</li> <li>○ 27: Author’s Craft</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>The Rescue Helicopter Team</i> (Main Idea and Details, Author’s Craft)</li> </ul> </li> <li>● Rigby Readers/Take &amp; Teach Lessons               <ul style="list-style-type: none"> <li>○ Select by Module Connections</li> <li>○ Select by Skill/Strategy Connections</li> <li>○ Select by Reading Level</li> </ul> </li> </ul>	<p><b>Practice and Reinforce Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice               <ul style="list-style-type: none"> <li>○ Critical Vocabulary: <i>Potatoes on Rooftops</i></li> <li>○ Generative Vocabulary: Suffixes <i>-ive</i></li> </ul> </li> </ul> <p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>● Blending Board</li> <li>● Foundational Skills and Word Study Studio               <ul style="list-style-type: none"> <li>○ Decoding: Common Final Syllables <i>-er, -ar, -or, -le, -al, -el</i> (Session 391)</li> <li>○ Decoding: Suffixes (Session 412)</li> </ul> </li> </ul> <p><b>Support English Language Development</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development               <ul style="list-style-type: none"> <li>○ 13.1–13.3 Persuade</li> </ul> </li> </ul> <p><b>Literacy Centers, pp. T146–T147</b></p>



Grade 5 Module 5 Week 2				
Grade 5 Module 5 Week 2 (Jan 28 - Feb 11)				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<b>Introduce Critical Vocabulary</b> pp. T190–T191	<b>Review Critical Vocabulary</b> p. T198	<b>Introduce Critical Vocabulary</b> pp. T202-T203	<b>Review Critical Vocabulary</b> p. T208	<b>Generative Vocabulary*</b> Latin Roots <i>dict, spect</i> pp. T212-T213
	<b>Vocabulary Strategy*</b> : Analogies p. T199		<b>Vocabulary Strategy*</b> : Analogies p. T209	<b>Spiral Review: Suffix -ive</b>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Retell</b> pp. T192–T193 <i>Living Green</i> myBook pp. 322–329	<b>Elements of Drama*</b> pp. T200–T201 <i>Living Green</i> myBook pp. 322-329	<b>Retell</b> pp. T204-T205 <i>The Good Garden</i> myBook pp. 330-343	<b>Literary Elements*</b> pp. T210-T211 <i>The Good Garden</i> myBook pp. 330-343	<b>Figurative Language*</b> pp. T214-T215 <i>The Good Garden</i> myBook pp. 330-343
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Foundations:</b> 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
	<b>Communication</b>		<b>Communication</b>	<b>Communication</b>
	<b>Project Checkpoint:</b> Write and Create pp. T138, T187		<b>Project Checkpoint:</b> Write and Create pp. T138, T187	<b>Speaking and Listening</b> p. T216 <b>Make Connections</b> p. T217
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Editorial</b> Drafting II: Elements of Persuasive Writing p. W75	<b>Editorial</b> Drafting III: Teacher Conferencing p. W76	<b>Editorial</b> Drafting IV: Finishing the Draft p. W77	<b>Editorial</b> Revising I: Elaboration p. W78	<b>Editorial</b> Revising II: Grouping/Conferencing p. W79
<b>Grammar:</b> Punctuation in Compound and Complex Sentences p. W323	<b>Grammar:</b> Introductory Elements p. W324	<b>Grammar:</b> Commas with Direct Address and Tag Questions* p. W325	<b>Grammar:</b> Review Regular and Irregular Verbs p. W261	<b>Grammar:</b> Connect to Writing: Using Commas and Semicolons* p. W327

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<b>Grade 5 Module 5 Week 2 (Jan 28 - Feb 11)</b>	
<b>Small Group/Independent Options</b>	
<p><b>Reinforce Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading               <ul style="list-style-type: none"> <li>○ 3: Retell</li> <li>○ 14: Elements of Drama</li> <li>○ 12: Literary Elements</li> <li>○ 25: Figurative Language</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>Oil Spill in Alaska</i> (Literary Elements, Synthesize)</li> </ul> </li> <li>● Rigby Readers/Take &amp; Teach Lessons               <ul style="list-style-type: none"> <li>○ Select by Module Connections</li> <li>○ Select by Skill/Strategy Connections</li> <li>○ Select by Reading Level</li> </ul> </li> </ul>	<p><b>Practice and Reinforce Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice               <ul style="list-style-type: none"> <li>○ Critical Vocabulary: <i>Living Green</i></li> <li>○ Critical Vocabulary: The Good Garden</li> <li>○ Generative Vocabulary: Latin Roots <i>dict, spect</i></li> </ul> </li> </ul> <p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>● Blending Board</li> <li>● Foundational Skills and Word Study Studio               <ul style="list-style-type: none"> <li>○ Decoding: VCCCV Syllable Pattern (Session 388)</li> <li>○ Decoding: Words with Prefixes (Session 410)</li> <li>○ Decoding: Suffixes (Session 412)</li> </ul> </li> </ul> <p><b>Support English Language Development</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development               <ul style="list-style-type: none"> <li>○ 11.1–11.3 Recount Information</li> </ul> </li> </ul> <p><b>Literacy Centers, pp. T186–T187</b></p>



Grade 5 Module 5 Week 3 (Feb 12 - March 6)				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Synthesize and Connect</b>
<b>Introduce Critical Vocabulary</b> pp. T226–T227	<b>Review Critical Vocabulary</b> p. T234	<b>Generative Vocabulary*</b> Latin Root <i>bene</i> , Prefix <i>mal-</i> , Suffix <i>-ure</i> pp. T238–T239	<b>Vocabulary Spiral Review</b> pp. T244–T245	<b>Module Wrap-Up</b> pp. T122–T123
	<b>Vocabulary Strategy:</b> Homophones/Homographs p. T235	<b>Spiral Review:</b> Latin roots <i>dict</i> , <i>spect</i>		
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Monitor and Clarify</b> pp. T228–T229 <i>Parrots Over Puerto Rico</i> myBook pp. 344–365	<b>Text Structure*</b> pp. T236–T237 <i>Parrots Over Puerto Rico</i> myBook pp. 344–365	<b>Text and Graphic Features*</b> pp. T240–T241 <i>Parrots Over Puerto Rico</i> myBook pp. 344–365	<b>Text Structure*</b> pp. T246–T247 <i>Parrots Over Puerto Rico</i> myBook pp. 344–365	<b>Performance Task:</b> Expository Essay pp. T124–T127
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Foundations:</b> 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
	<b>Communication</b>		<b>Communication</b>	<b>Communication</b>
	<b>Project Checkpoint: Practice and Present</b> pp. T138, T223, T256		<b>Speaking and Listening</b> p. T2478 <b>Make Connections</b> p. T249	<b>Project Presentation</b> pp. T138, T223, T256
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Editorial</b> Revising III: Incorporating Feedback p. W80	<b>Editorial</b> Editing I: Grammar, Usage, and Mechanics p. W81	<b>Editorial</b> Editing II: Peer Proofreading p. W82	<b>Editorial</b> Publishing p. W83	<b>Editorial</b> Sharing p. W84
<b>Grammar:</b> Identifying Transitions* p. W303	<b>Grammar:</b> Purposes of Transitions* p. W304	<b>Grammar:</b> Transitions in Writing* p. W305	<b>Grammar:</b> Review Subject and Object Pronouns p. W236	<b>Grammar:</b> Connect to Writing: Using Transitions* p. W307

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<b>Grade 5 Module 5 Week 3 (Feb 12 - March 6)</b>	
<b>Small Group/Independent Options</b>	
<p><b>Reinforce Reading Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading               <ul style="list-style-type: none"> <li>○ 2: Monitor and Clarify</li> <li>○ 18: Text Structure</li> <li>○ 20: Text and Graphic Features</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>The Long Flight</i> (Text and Graphic Features, Main Idea and Details)</li> </ul> </li> <li>● Rigby Readers/Take &amp; Teach Lessons               <ul style="list-style-type: none"> <li>○ Select by Module Connections</li> <li>○ Select by Skill/Strategy Connections</li> <li>○ Select by Reading Level</li> </ul> </li> </ul>	<p><b>Practice and Reinforce Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice               <ul style="list-style-type: none"> <li>○ Critical Vocabulary: <i>Parrots Over Puerto Rico</i></li> <li>○ Generative Vocabulary: Latin Root <i>bene</i>; Prefix <i>mal-</i>; Suffix <i>-ure</i></li> </ul> </li> </ul> <p><b>Practice and Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>● Blending Board</li> <li>● Foundational Skills and Word Study Studio               <ul style="list-style-type: none"> <li>○ Decoding: Common Final Syllables <i>-er, -ar, -or, -le, -al, -el</i> (Session 391)</li> <li>○ Decoding: Suffixes (Session 412)</li> </ul> </li> </ul> <p><b>Support English Language Development</b></p> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development               <ul style="list-style-type: none"> <li>○ 13.1–13.3 Persuade</li> </ul> </li> </ul> <p style="text-align: right;"><b>Literacy Centers, pp. T222–T223</b></p>

**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
<b>HMH Module Lesson Number</b>					
<b>Skill Areas Addressed</b>					
<b>Assessment</b>					
<b>Materials Needed</b>					
<b>Differentiation</b>					

**P352X Editorial Rubric (Grade 5)**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations	Score
	1	2	3	4	
<b>Organization/ Progression</b>	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.	
<b>Development of Ideas</b>	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.	
<b>Conventions/ Sentence Fluency</b>	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.	
<b>Overall Score</b>					
<b>Notes</b>					