





**P352X Grade 5 SA**  
**HMH Into Reading**  
**2025-26**  
**Marking Period 4: March 9 - May 1 (7 weeks)**

	<b>Materials</b>	<b>Evidence of Student Learning</b>	<b>Assessments</b>
<b>Build Knowledge and Language</b> 	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 <b>Module 7, Week 1: MARCH 25, 2026</b> <b>Module 7, Week 2: APRIL 17, 2026</b> <b>Module 7, Week 3: MAY 1, 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 7, Week 1: MARCH 25, 2026</b> <b>Module 7, Week 2: APRIL 17, 2026</b> <b>Module 7, Week 3: MAY 1, 2026</b>
<b>Writing Workshop</b> 	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Research Report	HMH Into Reading Weekly Assessments <b>Module 7, Week 1: MARCH 25, 2026</b> <b>Module 7, Week 2: APRIL 17, 2026</b> <b>Module 7, Week 3: MAY 1, 2026</b> P352X Research Report 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

\*Assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

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Teacher's Guide = pp. T  
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## Editable Weekly Plan: Grade 5 Module 7

### How to Use this Editable Weekly Plan

- Review each week’s plan, focusing on the non-shaded priority instruction and the skills tested on Weekly Assessments and Module Assessments (indicated with an asterisk \*). 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 7 Week 1 (March 9 - March 25)				
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. T22–T23	<b>Introduce Critical Vocabulary</b> pp. T30–T31	<b>Review Critical Vocabulary</b> p. T38	<b>Generative Vocabulary*</b> pp. T44–T45 Latin Root <i>tract, chron, gress</i>	<b>Vocabulary Spiral Review</b> pp. T48–T49
		<b>Vocabulary Strategy*:</b> Review Context Clues p. T39	<b>Spiral Review:</b> Suffix <i>-ant</i>	
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Ideas and Support*</b> pp. T24–T25 <i>A Few Who Dared</i> myBook pp. 78–79	<b>Make and Confirm Predictions</b> pp. T32–T33 <i>Into the Unknown: Above and Below</i> myBook pp. 80–93	<b>Text Structure*</b> pp. T40–T41 <i>Into the Unknown: Above and Below</i> myBook pp. 80–93	<b>Text and Graphic Features *</b> pp. T46–T47 <i>Into the Unknown: Above and Below</i> myBook pp. 80–93	<b>Content-Area Words*</b> pp. T50–T51 <i>Into the Unknown: Above and Below</i> myBook pp. 80–93
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Fundations:</b> 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.	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>
	<b>Communication</b>		<b>Communication</b>	<b>Communication</b>
	<b>Listening Comprehension</b> pp. T34–T37		<b>Project Checkpoint:</b> Brainstorm and Research pp. T10–T11, T19	<b>Speaking and Listening</b> p. T52 <b>Make Connections</b> p. T52
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Research Report</b> Introducing the Focal Text p. W102	<b>Research Report</b> The Read p. W103	<b>Research Report</b> Vocabulary p. W104	<b>Research Report</b> Prewriting I: Preparing to Write p. W105	<b>Research Report</b> Prewriting II: Gathering Sources p. W106
<b>Grammar:</b> Indefinite Pronouns* p. W238	<b>Grammar:</b> Possessive Pronouns* p. W239	<b>Grammar:</b> Interrogative Pronouns* p. W240	<b>Grammar:</b> Review Commas and Semicolons p. W326	<b>Grammar:</b> Connect to Writing: Using Indefinite, Possessive, and Interrogative Pronouns* p. W242

\*Assessed on Weekly Assessment and/or Module Assessment  
 Gray shading indicates non-priority instruction  
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**Grade 5 Module 7 Week 1 (March 9 - March 25)**

**Small Group/Independent Options**

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 21: Ideas and Support
  - 5: Make and Confirm Predictions
  - 18: Text Structure
  - 16: Text and Graphic Features
  - 22: Content-Area Words
- Read and Respond Journal
  - *The Story of Bunker's Cove* (Ideas and Support, Make and Confirm Predictions)
- 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: *Into the Unknown: Above and Below*
  - Generative Vocabulary: Latin Root *tract, chron, gress*

**Practice and Reinforce Foundational Skills**

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Common Final Syllables (Session 352)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 19.1-19.3 Seek Information

**Literacy Centers, pp. T18-T19**

Grade 5 Module 7 Week 2 (March 26 - April 17)				
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. T62–T63	<b>Review Critical Vocabulary</b> p. T70	<b>Introduce Critical Vocabulary</b> pp. T74–T75	<b>Review Critical Vocabulary</b> p. T80	<b>Generative Vocabulary*</b> Prefixes <i>mega-</i> , <i>sub-</i> ; Latin Roots <i>ped</i> , <i>dent</i> pp. T84–T85
	<b>Vocabulary Strategy:</b> Context Clues* p. T71		<b>Vocabulary Strategy:</b> Context Clues* p. T81	<b>Spiral Review:</b> Roots <i>tract</i> , <i>chrono</i> , <i>gress</i>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Make and Confirm Predictions</b> pp. T64–T65 <i>Great Discoveries and Amazing Adventures</i> myBook pp. 94–107	<b>Central Idea*</b> pp. T72–T73 <i>Great Discoveries and Amazing Adventures</i> myBook pp. 94–107	<b>Make and Confirm Predictions</b> pp. T76–T77 <i>SpaceShipOne</i> myBook pp. 108–119	<b>Author’s Craft*</b> pp. T82–T83 <i>SpaceShipOne</i> myBook pp. 108–119	<b>Author’s Purpose*</b> pp. T86–T87 <i>SpaceShipOne</i> myBook pp. 108–119
<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.	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>	<b>Foundations</b>
	<b>Communication</b>		<b>Communication</b>	<b>Communication</b>
	<b>Project Checkpoint:</b> Write and Create pp. T10–T11, T58		<b>Project Checkpoint:</b> Write and Create pp. T10–T11, T58	<b>Research and Media Literacy</b> p. T88 <b>Make Connections</b> p. T89
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Research Report</b> Drafting I: Following the Research p. W107	<b>Research Report</b> Drafting II: Incorporating the Research p. W108	<b>Research Report</b> Drafting III: Finishing the Draft p. W109	<b>Research Report</b> Revising I: Paraphrasing vs. Plagiarizing p. W110	<b>Research Report</b> Revising II: Peer Conferencing p. W111
<b>Grammar:</b> Titles in Italics* p. W318	<b>Grammar:</b> Titles in Quotation Marks* p. W319	<b>Grammar:</b> Capitalizing Titles* p. W320	<b>Grammar:</b> Review Prepositions and Prepositional Phrases p. W296	<b>Grammar:</b> Connect to Writing: Using Titles Correctly* p. W322

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**Grade 5 Module 7 Week 2 (March 26 - April 17)**

**Small Group/Independent Options**

**Reinforce Reading Skills and Strategies**

- Tabletop Minilessons: Reading
  - 5 Make and Confirm Predictions
  - 17: Central Idea
  - 27: Author’s Craft
  - 28: Author’s Purpose
- Read and Respond Journal
  - *The Cattle Drive* (Central Idea)
- 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: *Great Discoveries and Amazing Adventures*
  - Critical Vocabulary: *SpaceShipOne*
  - Generative Vocabulary: Prefixes *mega-*, *sub-*; Latin Roots *ped*, *dent*

**Practice and Reinforce Foundational Skills**

- Blending Board
- Foundational Skills and Word Study Studio
  - Decoding: Stress in Multisyllable Words (Session 392)
  - Decoding: Vowel Sounds in Stressed Syllables (Session 397)

**Support English Language Development**

- Tabletop Minilessons: English Language Development
  - 20.1–20.3 Solve Problems

**Literacy Centers**, pp. T58–T59



Grade 5 Module 7 Week 3 (April 20 - May 1)				
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. T98–T99	<b>Review Critical Vocabulary</b> p. T106	<b>Generative Vocabulary*</b> Latin Root <i>terr</i> ; Prefixes <i>aqua-</i> , <i>pro-</i> , <i>anti-</i> pp. T110–T111	<b>Vocabulary Spiral Review</b> pp. T116–T117	<b>Module Wrap-Up</b> pp. T122–T123
	<b>Vocabulary Strategy:            Reference Materials</b> p. T107			
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Ask and Answer Questions</b> pp. T100–T101 <i>The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity</i> <i>myBook</i> pp. 120–137	<b>Central Idea*</b> pp. T108–T109 <i>The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity</i> <i>myBook</i> pp. 120–137	<b>Author’s Craft*</b> pp. T118–T119 <i>The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity</i> <i>myBook</i> pp. 120–137	<b>Text Structure*</b> pp. T118–T119 <i>The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity</i> <i>myBook</i> pp. 120–137	<b>Performance Task: Expository Essay</b> pp. T124–T127
<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
<b>Fundations:</b> 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.	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>	<b>Fundations</b>
	<b>Communication</b>		<b>Communication</b>	<b>Communication</b>
	<b>Project Checkpoint:</b> Practice and Present pp. T10–T11, T94–T95, T128–T129		<b>Speaking and Listening</b> p. T120 <b>Make Connections</b> p. T121	<b>Project Presentation</b> pp. T10–T11, T94–T95, T128–T129
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Research Report</b> Editing I: Grammar, Usage, and Mechanics p. W112	<b>Research Report</b> Editing II: Peer Proofreading p. W113	<b>Research Report</b> Editing III: Developing a Bibliography p. W114	<b>Research Report</b> Publishing p. W115	<b>Research Report</b> Sharing p. W116
<b>Grammar:</b> Verbs <i>Be</i> and <i>Have</i> * p. W263	<b>Grammar:</b> Verbs Phrases with <i>Be</i> and <i>Have</i> * p. W264	<b>Grammar:</b> Consistent Verb Tenses p. W265	<b>Grammar:</b> Review Adverbs p. W286	<b>Grammar:</b> Connect to Writing: Using the Verbs <i>Be</i> and <i>Have</i> * p. W2

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<b>Grade 5 Module 7 Week 3 (April 20 - May 1)</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>○ 1: Ask and Answer Questions</li> <li>○ 17: Central Idea</li> <li>○ 27: Author’s Craft</li> <li>○ 18: Text Structure</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>It Takes Teamwork</i> (Literary Elements, 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>The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity</i></li> <li>○ Generative Vocabulary: Latin Root <i>terr</i>; Prefixes <i>aqua-</i>, <i>pro-</i>, <i>anti-</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: Stress in Multisyllable Words (Session 392)</li> <li>○ Decoding: Vowel Sounds in Stressed Syllables (Session 397)</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>○ 21.1–21.3 Recount Information</li> </ul> </li> </ul> <p style="text-align: right;"><b>Literacy Centers</b>, pp. T350–T351</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 Research Report 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>					