





**P352X Grade 5 SA**  
**HMH Into Reading**  
**2025-26**  
**Marking Period 5: May 4 - June 26 (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 9, Week 1: MAY 19, 2026</b> <b>Module 9, Week 2: JUNE 10, 2026</b> <b>Module 9, Week 3: JUNE 26, 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 9, Week 1: MAY 19, 2026</b> <b>Module 9, Week 2: JUNE 10, 2026</b> <b>Module 9, Week 3: JUNE 26, 2026</b>
<b>Writing Workshop</b>  	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Imaginative Story	HMH Into Reading Weekly Assessments <b>Module 9, Week 1: MAY 19, 2026</b> <b>Module 9, Week 2: JUNE 10, 2026</b> <b>Module 9, Week 3: JUNE 26, 2026</b>  P352X Imaginative Story 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 9

### 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 9 Week 1 (May 4 - May 19)				
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. T278-T279	<b>Introduce Critical Vocabulary</b> pp. T286-T287	<b>Review Critical Vocabulary</b> p. T294	<b>Generative Vocabulary:*</b> pp. T300-T301 Latin Roots <i>fac, fec, fy</i>	<b>Vocabulary Spiral Review</b> pp. T304-T305
		<b>Vocabulary Strategy:*</b> <b>Multiple Meaning Words</b> p. T295	<b>Spiral Review: Latin root voc</b>	
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Author's Purpose*</b> pp. T280-T281 <i>Why People Love Mysteries</i> myBook pp. 228-229	<b>Make and Confirm Predictions</b> pp. T288-T289 <i>Mr. Linden's Library</i> myBook pp. 230-249	<b>Characters</b> pp. T296-T297 <i>Mr. Linden's Library</i> myBook pp. 230-249	<b>Literary Elements*</b> pp. T302-T303 <i>Mr. Linden's Library</i> myBook pp. 230-249	<b>Figurative Language*</b> pp. T306-T307 <i>Mr. Linden's Library</i> myBook pp. 230-249
<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>Listening Comprehension</b> pp. T290-T293		<b>Project Checkpoint:</b> Brainstorm and Research pp. T266, T274	<b>Speaking and Listening</b> p. T308  <b>Make Connections</b> p. T309
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Imaginative Story</b> Introducing the Focal Text p. W134	<b>Imaginative Story</b> The Read p. W135	<b>Imaginative Story</b> Vocabulary p. W136	<b>Imaginative Story</b> Prewriting I: Preparing to Write p. W137	<b>Imaginative Story</b> Drafting I: Beginning the Draft p. W138
<b>Grammar: Contractions with Not*</b> p. W308	<b>Grammar: Contractions with Pronouns*</b> p. W309	<b>Grammar: Pronoun Contractions and Homophones</b> p. W310	<b>Grammar: Review Perfect Tenses</b> p. W271	<b>Grammar: Using Contractions Correctly</b> p. W312

\*Assessed on Weekly Assessment and/or Module Assessment  
 Gray shading indicates non-priority instruction  
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Teacher's Guide = pp. T  
 Writing Workshop Teacher's Guide = pp. W

<b>Grade 5 Module 9 Week 1 (May 4 - May 19)</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>○ 28: Author's Purpose</li> <li>○ 5: Make and Confirm Predictions</li> <li>○ 11: Characters</li> <li>○ 12: Literary Elements</li> <li>○ 25-26: Figurative Language</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>The All-Wrong All-Stars</i> (Figurative Language; Literary Elements)</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>Mr. Linden's Library</i></li> <li>○ Generative Vocabulary: Latin Roots <i>fac/fact, fec/fect</i>, Suffix: <i>-fy/-ify</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: Prefixes <i>be-, com-, de-, pre-, a-, con-, pro-</i> (Session 375)</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>○ 25.1-25.3 Predict</li> </ul> </li> </ul> <p><b>Literacy Centers, pp. T274-T275</b></p>

Grade 5 Module 9 Week 2 (May 20 - June 10)				
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. T318-T319	<b>Review Critical Vocabulary</b> p. T326	<b>Introduce Critical Vocabulary</b> pp. T330-T331	<b>Review Critical Vocabulary</b> p. T336	<b>Generative Vocabulary:*</b> Suffixes -y, -ion, -ic, -ous, -less pp. T340-T341
	<b>Vocabulary Strategy: *</b> <b>Multiple Meaning Words</b> p. T327		<b>Vocabulary Strategy:*</b> <b>Multiple Meaning Words</b> p. T337	<b>Spiral Review: Roots</b> <i>fac, fec, fy</i>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Make and Confirm Predictions</b> pp. T320-T321 <i>The Loch Ness Monster</i> myBook pp. 250-255	<b>Media Techniques*</b> pp. T328-T329 <i>The Loch Ness Monster</i> myBook pp. 250-255	<b>Make and Confirm Predictions</b> pp. T332-T333 <i>Finding Bigfoot; Everything You Need to Know</i> myBook pp. 256-269	<b>Ideas and Support*</b> pp. T338-T339 <i>Finding Bigfoot; Everything You Need to Know</i> myBook pp. 256-269	<b>Text and Graphic Features*</b> pp. T342-T343 <i>Finding Bigfoot; Everything You Need to Know</i> myBook pp. 256-269
<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: Write and Create</b> pp. T267, T315		<b>Project Checkpoint: Write and Create</b> pp. T267, T315	<b>Research and Media Literacy</b> p. T344 <b>Make Connections</b> p. T345
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Imaginative Story</b> Drafting II: Elements of a Narrative p. W139	<b>Imaginative Story</b> Drafting III: Understanding Characters p. W140	<b>Imaginative Story</b> Drafting IV: Completing the Draft p. W141	<b>Imaginative Story</b> Revising I: Using Dialogue p. W142	<b>Imaginative Story</b> Revising II: Grouping/Conferencing p. W143
<b>Grammar: Singular Possessive Nouns</b> p. W228	<b>Grammar: Plural Possessive Nouns*</b> p. W229	<b>Grammar: Using Possessive Nouns*</b> p. W230	<b>Grammar: Review Easily Confused Verbs</b> p. W276	<b>Grammar: Using Possessive Nouns</b> p. W232

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Teacher's Guide = pp. T  
Writing Workshop Teacher's Guide = pp. W

<b>Grade 5 Module 9 Week 2 (May 20 - June 10)</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>○ 5: Make and Confirm Predictions</li> <li>○ 29: Media Techniques</li> <li>○ 21: Ideas and Support</li> <li>○ 20: Text and Graphic Features</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>Protector of the Wilderness</i> (Make and Confirm Predictions; Ideas and Support)</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 Loch Ness Monster</i></li> <li>○ Critical Vocabulary: <i>Finding Bigfoot: Everything You Need to Know</i></li> <li>○ Generative Vocabulary: Suffixes -y, -ion, -ic, -ous, -less</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: Suffixes -ant, -ent, -able, -ible, -ance, -ence (Session 400)</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>○ 26.1-26.3 Seek Information</li> </ul> </li> </ul> <p><b>Literacy Centers, pp. T314-T315</b></p>

Grade 5 Module 9 Week 3 (June 11 - June 26)				
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. T354-T355	<b>Review Critical Vocabulary</b> p. T362	<b>Generative Vocabulary*</b> Suffixes <i>-ous/-ious, -ant, -ment</i> pp. T366-T367  <b>Spiral Review</b> : Suffixes <i>-y, -ily, -ly</i>	<b>Vocabulary Spiral Review</b> pp. T372-T273	<b>Module Wrap-Up</b> pp. T378-T379
	<b>Vocabulary Strategy : Homophones/Homographs</b> p. T363			
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Make Inferences</b> pp. T356-T357 <i>The Secret Keepers</i> myBook pp. 270-287	<b>Literary Elements*</b> pp. T364-T365 <i>The Secret Keepers</i> myBook pp. 270-287	<b>Author's Craft*</b> pp. T368-T369 <i>The Secret Keepers</i> myBook pp. 270-287	<b>Point of View*</b> pp. T374-T375 <i>The Secret Keepers</i> myBook pp. 270-287	<b>Performance Task: Write an Opinion Essay</b> pp. T380-T383
<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. T267, T351, T384		<b>Speaking and Listening</b> p. T376 <b>Make Connections</b> p. T377	<b>Project Presentation</b> pp. T267, T351, T384
<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>	<b>Writing Workshop</b>
<b>Imaginative Story</b> Revising III: Incorporating Feedback p. W144	<b>Imaginative Story</b> Editing I: Grammar, Usage, and Mechanics p. W145	<b>Imaginative Story</b> Editing II: Peer Proofreading p. W146	<b>Imaginative Story</b> Publishing p. W147	<b>Imaginative Story</b> Sharing p. W148
<b>Grammar: Introductory Words</b> p. W328	<b>Grammar: Commas with Names</b> p. W329	<b>Grammar: Using Commas in Sentences*</b> p. W330	<b>Grammar: Review Contractions</b> p. W311	<b>Grammar: Using Commas in Sentences</b> p. W332

<b>Grade 5 Module 9 Week 3 (June 11 - June 26)</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>○ 7: Make Inferences</li> <li>○ 12: Literary Elements</li> <li>○ 27: Author’s Craft</li> <li>○ 15: Point of View</li> </ul> </li> <li>● Read and Respond Journal               <ul style="list-style-type: none"> <li>○ <i>Off to Oregon</i> (Author’s Craft; Point of View)</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 Secret Keepers</i></li> <li>○ Generative Vocabulary: Suffixes <i>-ous, -ious, -ant, -ment</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: Words with Greek and Latin Roots (Session 401)</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>○ 27.1-27.3 Cause and Effect</li> </ul> </li> </ul> <p><b>Literacy Centers, pp. T350-T351</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 Imaginative Story 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>					