P352X Grade 5 SA, AA

HMH Into Reading

2026-27

Marking Period 2: November 9 – January 8 (7 weeks)

Grade 5 - Module 1

	Materials	Evidence of Student Learning	Assessments
Build Knowledge and Language HMH	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 1, Week 1: NOV. 25, 2026** **Module 1, Week 2: DEC. 15, 2026** **Module 1, Week 3: JAN 8, 2027**
Reading and Vocabulary HMH	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: NOV. 25, 2026** **Module 1, Week 2: DEC. 15, 2026** **Module 1, Week 3: JAN 8, 2027**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Expository Essay	HMH Into Reading Weekly Assessments **Module 1, Week 1: NOV. 25, 2026** **Module 1, Week 2: DEC. 15, 2026** **Module 1, Week 3: JAN 8, 2027** P352X Expository Essay Rubric
Foundational Skills (Fundations) fundations Wilson Language Basics	Large Letter Cards Echo & Baby Echo Standard Sound Cards Large Writing Grid Student Notebook Letter Tiles Dry Erase Writing Tablet Start Right Readers	Student Fundations work Student Notebook	Fundations Student Notebook Assessment End of Unit Assessment

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Teacher's Guide = pp. T

Writing Workshop Teacher's Guide = pp. W

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 Fundations® - 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 9 - November 25)				
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**	Fundations	Fundations	Fundations	Fundations
Foundational Skills	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Fundations: 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.	**Introduce Critical Vocabulary** pp. T30–T31	**Review Critical Vocabulary** p. T38	***Generative Vocabulary**** *pp. T44–T45* *Prefixes ex–/e–, Greek Root phon*	**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 *Government Must Fund Inventors* *my*Book pp. 14–15	**Summarize** pp. T32–T33 *The Inventor's Secret* *my*Book pp. 16–33	**Author's Purpose*** pp. T40–T41 *The Inventor's Secret* *my*Book pp. 16–33	**Point of View*** pp. T46–T47 *The Inventor's Secret* *my*Book pp. 16–33	**Central Idea*** pp. T50–T51 *The Inventor's Secret* *my*Book 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 9 - November 25)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 17: Central Idea
  - 4: Summarize
  - 28: Author's Purpose
  - 19: Point of View
  - 17: Central Idea
- Read and Respond Journal
  - *Women of the American Revolution* (Central Idea, Author's Purpose)
- 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 Inventor's Secret Book, Book 1*
  - Generative Vocabulary: Prefixes *ex/e–,* Greek root *phon*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Decoding: Vowel Sounds in Open and Closed Syllables (Session 362)
  - Decoding: Words with Greek and Latin Roots (Session 401)
  - Deocding: Words with Prefixes (Session 410)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 1.1–1.3 Compare and Contrast

Literacy Centers, pp. T18–T19

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Grade 5 Module 1 Week 2 (November 30 - December 15)				
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
Foundational Skills	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**
Fundations: 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.	Fundations	Fundations	Fundations	Fundations
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 *photo*; Latin Roots *aud* and *vis** p. T84–T85
	Vocabulary Strategy: Context Clues* p. T71		**Vocabulary Strategy: Context Clues*** p. T81	***Spiral Review: Prefix ex–; Greek Root phon***
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Monitor and Clarify pp. T64–T65 *Winds of Hope* *my*Book pp. 34–43	**Text Structure*** pp. T72–T73 *Winds of Hope* *my*Book pp. 34–43	**Monitor and Clarify** pp. T76–T77 *Wheelchair Sports: Hang Glider to Wheeler-Dealer* *my*Book pp. 44–53	**Central Idea*** pp. T82–T83 *Wheelchair Sports: Hang Glider to Wheeler-Dealer* *my*Book pp. 44–53	**Text Structure*** pp. T86–T87 *Wheelchair Sports: Hang Glider to Wheeler-Dealer* *my*Book 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 (November 30 - December 15)

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

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Grade 5 Module 1 Week 3 (December 16 - January 8)				
Lesson 11	**Lesson 12**	**Lesson 13**	**Lesson 14**	**Lesson 15**
Foundational Skills	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**	**Foundational Skills**
Fundations: 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.	Fundations	Fundations	Fundations	Fundations
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Synthesize and Connect**
Introduce Critical Vocabulary **pp. T98–T99**	**Review Critical Vocabulary** pp. T106	**Generative Vocabulary: Greek Roots *auto, bio;**** **Prefixes *ir–, il–**** pp. T110–T111	**Vocabulary Spiral Review** **pp. T116–T117**	**Module Wrap-Up** p. T122–T123
	Vocabulary Strategy: Reference Materials p. T107			
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Make Inferences pp. T100–T101 *Captain Arsenio* *my*Book pp. 54–73	**Literary Elements*** pp. T108–T109 *Captain Arsenio* *my*Book pp. 54–73	**Author's Craft*** pp. T112–T113 *Captain Arsenio* *my*Book pp. 54–73	**Author's Purpose*** pp. T118–T119 *Captain Arsenio* *my*Book pp. 54–73	**Performance Task: Expository Essay** pp. T124–T127
	Communication		**Communication**	**Communication**
	Project Checkpoint: Practice and Present **pp. T11, T95**		**Research and Media Literacy** p. T120 **Make Connections** p. T121	**Project Presentation** pp. T11, T128
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Expository Essay* Revising III: Organizing p. W14	**Expository Essay*** Editing I: Grammar, Usage, and Punctuation p. W15	**Expository Essay*** Editing II: Peer Proofreading p. W16	**Expository Essay*** Publishing p. W17	**Expository Essay*** Sharing p. W18
Grammar: Complete Subjects and Predicates p. W208	**Grammar: Subject-Verb Agreement** p. W209	**Grammar: Compound Sentences*** p. W210	**Grammar: Review Kinds of Sentences** p. W206	**Grammar: Compound Sentences*** p. W212

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Grade 5 Module 1 Week 3 (December 16 - January 8)

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

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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 Fundations*), 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					

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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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