P352X Grade 5 SA, AA

HMH Into Reading

2026-27

Marking Period 1: September 10 - November 6 (8 weeks)

Grade 5 - Module 2

	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 2, Week 1: SEPT 30, 2026** **Module 2, Week 2: OCT. 20, 2026** **Module 2, Week 3: NOV. 6, 2026**
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 2, Week 1: SEPT 30, 2026** **Module 2, Week 2: OCT. 20, 2026** **Module 2, Week 3: NOV. 6, 2026**
Writing Workshop HMH	Classroom word wall Writer's Notebook Anchor Charts Chart Paper	Published Narrative Story	HMH Into Reading Weekly Assessments **Module 2, Week 1: SEPT 30, 2026** **Module 2, Week 2: OCT. 20, 2026** **Module 2, Week 3: NOV. 6, 2026** P352X Narrative Story 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

*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment
Gray shading indicates lower priority instruction

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Writing Workshop Teacher's Guide = pp. W

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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 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 2 Week 1 (September 10 - September 30)				
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**	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. T158–T159	**Review Critical Vocabulary** p. T166 **Vocabulary Strategy: Antonyms/Synonyms*** p. T167	***Generative Vocabulary**** *pp. T172–T173* *Prefixes un–, non–, dis–,* *Suffixes –y, –ly/–ily* **Spiral Review: Greek Root *bio***	**Vocabulary Spiral Review** pp. T176–T177
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Text and Graphic Features pp. T152–T153 *Many Ways to Tell a Story* *my*Book pp. 82–83	**Synthesize** pp. T160–T161 *Airborn* *my*Book pp. 84–107	**Literary Elements*** pp. T168–T169 *Airborn* *my*Book pp. 84–107	**Figurative Language*** pp. T174–T175 *Airborn* *my*Book pp 84–107	**Characters*** pp. T178–T179 *Airborn* *my*Book 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 10 - September 30)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 16: Text and Graphic Features
  - 8: Synthesize
  - 12: Literary Elements
  - 25: Figurative Language
  - 11: Characters
- Read and Respond Journal
  - *A Trip to a Cave* (Literary Elements, Synthesize)
- 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: *Airborn*
  - Generative Vocabulary: Prefixes *un–, non–, dis–*
  - Generative Vocabulary: Suffixes *–y, –ly, –ily*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Vowel Digraphs/Spelling Patterns *oo, ou* (Session 208)
  - Phonics: Prefixes (Session 350)
  - Decoding: Suffixes *–y, –ly, –ous* (Session 376)
  - Decoding: Prefixes *re–, un–, dis–* (Session 381)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 4.1–4.3 Infer

Literacy Centers, pp. T146–T147

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Grade 5 Module 2 Week 2 (October 1 - October 20)				
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. T190–T191	**Review Critical Vocabulary** p. T198	**Introduce Critical Vocabulary** pp. T202–T203	**Review Critical Vocabulary** p. T208	**Generative Vocabulary*** Prefixes *re–, pre–, post–, fore–* 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 *The Secret Garden* *my*Book pp. 108–119	**Literary Elements*** pp. T200–T201 *The Secret Garden* *my*Book pp. 108–119	**Visualize** pp. T204–205 *The Miracle of Spring* *my*Book pp. 120–139	**Elements of Drama*** pp. T210–T211 *The Miracle of Spring* *my*Book pp. 120–139	**Figurative Language*** pp. T214–215 *The Miracle of Spring* *my*Book 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 1 - October 20)

Small Group/Independent Options

Reinforce Reading Skills and Strategies

- Tabletop Minilessons: Reading
  - 6: Visualize
  - 12: Literary Elements
  - 14: Elements of Drama
  - 25: Figurative Language
- Read and Respond Journal
  - *The Twin Twins* (Elements of Drama)
- 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 Secret Garden*
  - Critical Vocabulary: *The Miracle of Spring*
  - Generative Vocabulary: Prefixes *pre–, re–, post–, fore–*

Practice and Reinforce Foundational Skills

- Blending Board
- Foundational Skills and Word Study Studio
  - Phonics: Vowel Combinations (Session 210)
  - Phonics: Vowel Diphthongs *ow and ou* (Session 330)
  - Phonics: Words with *au, aw, al, and o* (Session 331)
  - Phonics: Vowel Diphthongs *oi, oy* (Session 333)
  - Decoding: Prefixes (Session 405)

Support English Language Development

- Tabletop Minilessons: English Language Development
  - 5.1–5.3 Predict

Literacy Centers, pp. T186–T187

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Grade 5 Module 2 Week 3 (October 21 - November 6)				
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. T226–T227**	**Review Critical Vocabulary** p. T234	**Generative Vocabulary*** **Suffixes *–ful, –less, –ment, –ness*** pp. T238–T239	**Vocabulary Spiral Review** pp. T244–T235	**Module Wrap–Up** pp. T250–T251
	Vocabulary Strategy: Context Clues p. T235	**Spiral Review**: Prefixes *re–, pre–, post–, fore–* p. T239		
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Ask and Answer Questions pp. T228–T229 *The Poem That Will Not End* *my*Book pp. 140–165	**Elements of Poetry*** pp. T236–T237 *The Poem That Will Not End* *my*Book pp. 140–165	**Author's Purpose*** pp. T240–T241 *The Poem That Will Not End* *my*Book pp. 140–165	**Theme*** pp. T246–T247 *The Poem That Will Not End* *my*Book pp. 140–165	**Performance Task: Expository Essay** pp. T252–T255
	Communication		**Communication**	**Communication**
	Project Checkpoint: Practice and Present pp. T138, T223		**Speaking and Listening** p. T248 **Make Connections** p. T249	**Project Presentation** pp. T138, T223
Writing Workshop	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**	**Writing Workshop**
Narrative Story Revising IV: Developing Interesting Characters p. W30	**Narrative Story*** Editing I: Grammar, Usage, and Mechanics p. W31	**Narrative Story** Editing II: Peer Proofreading p. W32	**Narrative Story** Publishing p. W33	**Narrative Story** Sharing p. W34
Grammar: Linking and Action Verbs* p. W248	**Grammar: Main and Helping Verbs*** p. W249	**Grammar: Verb Tenses** p. W250*	**Grammar: Review Common and Proper Nouns** p. W221	**Grammar: Using Linking and Action Verbs*** p. W252

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Grade 5 Module 2 Week 3 (October 21 - November 6)

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

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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 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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