

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 1 · Module 1

Understanding and Upgrading Thinking Levels in WHY and HOW Responses

Informational Writing / Short Constructed Response (SCR)

Passages: “From Tension to Revolution” and “The Ocean Lesson”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 1 • Module 1: Understanding and Upgrading
Thinking Levels in WHY and HOW Responses

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Student Supports Series

Who Needs This Reteach?

Use the module's checks for understanding and the Day 5 exit ticket to identify students who need additional small group support. Look for these signs during the module:

What the Student Shows	What to Do
The student adds sentences but keeps using says, shows, or tells.	Ask the student to point to the exact word that raises the level and replace only one precise feature.
The student writes a stronger stem like establishes but the explanation stays vague.	Ask, 'What does the evidence mean?' Have the student make the explanation match the stem.
The student uses demonstrates for a detail that only supports a basic restatement.	Return to the Thinking Levels Chart and choose the strongest word the evidence truly supports.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will upgrade a WHY response and a HOW response by choosing precise language that shows deeper, clearer thinking..

TEKS: 5.11(A)(i).

Materials: Module 1 passage “From Tension to Revolution”; module materials from the Teacher Lesson Plan Guide.

Prompt: Why did colonists protest British laws?

Warm Up (2 minutes)

SAY

“Today, you are going to become thinking detectives. You will see two responses. Both answer a question, but one shows stronger thinking. Decide which one and explain why.”

DO

Display the module anchor chart or key visual. Point to each element as you name it.

I Do: Model (3 minutes)

SAY

“Turn and talk. Which response shows stronger thinking and why? Point to the exact words that prove your decision.”

DO

Using “From Tension to Revolution,” model the skill on chart paper or a whiteboard. Think aloud as you demonstrate each step so students see the reasoning.

We Do: Guided Practice (4 minutes)

SAY

“Your words show your thinking level. A lower-level response often uses says, shows, or tells. A stronger response uses suggests, indicates, demonstrates, or establishes. The strongest responses synthesize ideas and explain them clearly.”

DO

Give each student a copy of the passage or prompt from “The Ocean Lesson.” Wait for the student to attempt each step before confirming. Correct one element at a time.

Sentence Frames

“The thesis (central idea) answers the prompt by stating _____. ”

“The evidence I chose is _____ because it supports _____. ”

“My explanation connects the evidence to the prompt by _____. ”

You Do: Independent Try (4 minutes)

DO

The student practices the skill independently using “From Tension to Revolution” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ I name the thinking level of a response and point to the exact words that reveal it.
- ☐ I upgrade a response one level higher with a stronger stem and a clearer explanation.
- ☐ I match my sentence structure to a WHY prompt or a HOW prompt.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Understanding and Upgrading Thinking Levels in WHY and HOW Responses” independently in writing.

TEKS: 5.12(B)(i).

Materials: Module 1 passage “The Ocean Lesson”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“You will identify a thinking level and then upgrade the response. Each time you upgrade a response, you help a writer think more deeply.”

DO

Display the module writing model or exemplar. Point to the connection between the skill and the finished product.

I Do: Model (3 minutes)

SAY

“Let’s talk about what changed when you upgraded a response. Which words showed the level? How did the citation stem change? What happened to the explanation?”

DO

Write a model response using “The Ocean Lesson” where students can see it. Point to the specific skill application in the writing and name each move aloud.

We Do: Guided Practice (4 minutes)

SAY

“Your vocabulary controls your thinking level. When you move from says to indicates or establishes, your thinking becomes more precise. The explanation is not just longer. It is sharper, clearer, and more connected.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “From Tension to Revolution” for evidence.

Sentence Frames

“The prompt asks me to _____, so my thesis (central idea) is _____.”

“According to the text, _____ (evidence).”

“This shows _____ because _____ (explanation).”

You Do: Independent Try (4 minutes)

DO

The student writes an independent response demonstrating the module skill using “The Ocean Lesson.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ I match my sentence structure to a WHY prompt or a HOW prompt.
- ☐ I support my answer with accurate evidence from the passage.
- ☐ The writing meets the module success criteria.

How to Know It Worked

After both reteach lessons, the student should be able to:

1. I name the thinking level of a response and point to the exact words that reveal it.
2. I upgrade a response one level higher with a stronger stem and a clearer explanation.
3. I match my sentence structure to a WHY prompt or a HOW prompt.
4. I support my answer with accurate evidence from the passage.

If the student still struggles with the foundational skill, return to Reteach Lesson 1 with fresh materials. If the student demonstrates the skill in isolation but cannot transfer it to writing, return to Reteach Lesson 2 and focus on the application step before independent work.

Module Source Reference

All content in this reteach plan draws from the Grade 5, Cluster 1, Module 1 Teacher Lesson Plan Guide (“Understanding and Upgrading Thinking Levels in WHY and HOW Responses”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.