

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 1 • Module 2

Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER

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 2: Writing a Strong Thesis (central idea)
Using TOPIC, CHARGE, and ANSWER

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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 restates the prompt instead of writing a complete thesis (central idea).	Ask, 'Where is your own ANSWER?' Return to the three cards: TOPIC, CHARGE, ANSWER.
The student writes a long thesis (central idea) but it lacks all three pieces.	Ask whether the thesis (central idea) has all three pieces and the correct structure.
The student uses a simple sentence for every prompt type.	Point to the prompt type and model because for WHY or through/by for relational HOW.
The student writes a topic word as the ANSWER instead of a complete thought.	Ask what the passage shows about the topic and require a complete thought.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER and matching the sentence structure to the prompt type..

TEKS: 5.11(B)(i).

Materials: Module 2 passage “From Tension to Revolution”; module materials from the Teacher Lesson Plan Guide.

Prompt: What event increased tension between colonists and British soldiers?

Warm Up (2 minutes)

SAY

“You will play a game where you build a complete thesis (central idea) from three pieces. Each time you build a strong thesis (central idea), you start your thinking with strength and clarity.”

DO

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

I Do: Model (3 minutes)

SAY

“Keep these cards in your notebook pocket to review anytime. Use the notebook pages, game cards, and review pieces whenever you have free time so you can continue growing your SCR habits.”

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

“How did you know which sentence structure to use? Explain your reasoning to your partner.”

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 can name the three pieces and point to each one in a sentence.
- ☐ I can build a complete thesis (central idea) that answers the prompt and includes all three pieces.
- ☐ I can match my sentence structure to a WHAT, WHY, or 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 “Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER” independently in writing.

TEKS: 5.12(B)(i).

Materials: Module 2 passage “The Ocean Lesson”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Write one thesis (central idea) for each prompt type. Label the three pieces.”

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

“The way students begin their response determines the strength of everything that follows. When we teach them to start strong, we teach them to think strong.”

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

“What is your main point, and what are you being asked to do with it?”

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 can match my sentence structure to a WHAT, WHY, or HOW prompt.
- ☐ I can upgrade my thesis (central idea) with stronger, more precise word choice.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I can name the three pieces and point to each one in a sentence.
2. I can build a complete thesis (central idea) that answers the prompt and includes all three pieces.
3. I can match my sentence structure to a WHAT, WHY, or HOW prompt.
4. I can upgrade my thesis (central idea) with stronger, more precise word choice.

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 2 Teacher Lesson Plan Guide (“Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.