

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 1 • Module 3
Using Evidence to Support Thinking

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 3: Using Evidence to Support Thinking

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

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 writes an opinion instead of quoted proof from the passage.	Ask, 'Where are the exact words from the text?' Require a quotation with quotation marks and a signal marker.
The student chooses accurate evidence that does not match the prompt.	Test the evidence: 'Does this prove WHY colonists protested, or is it about something else?'
The student copies a quote but cannot answer 'What does this prove?'	Require the student to explain what the quoted words mean and why they support the thesis (central idea).
The student forgets quotation marks or a signal marker on exact words.	Review the difference between a paraphrase and a direct quotation, then mark the evidence correctly.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will choose, test, and introduce evidence that connects to the prompt and supports a thesis (central idea)..

TEKS: 5.12(B)(i).

Materials: Module 3 passage “From Tension to Revolution”; module materials from the Teacher Lesson Plan Guide.

Prompt: Why did colonists protest British laws? Quote: "It required colonists to

Warm Up (2 minutes)

SAY

“Students become stronger writers when they can spot the proof, name the proof, and explain the proof. Evidence gives their thinking a backbone.”

DO

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

I Do: Model (3 minutes)

SAY

“In 60 seconds, tell your partner what evidence is and what explanation is. Then say the three CSI words in order.”

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

“Before we begin, let's preview the words we will use to talk about evidence, CSI, signal markers, punctuation, and our two texts.”

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 decide whether a quote is strong or weak for a given prompt.
- ☐ I can name which CSI checks a quote passes.
- ☐ I can add a signal marker and a comma before a quotation.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Using Evidence to Support Thinking” independently in writing.

TEKS: 5.12(B)(ii).

Materials: Module 3 passage “The Ocean Lesson”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“As established readers, we use the DOT habit while we read. DOT stands for three steps: Dot, Discover, Drop.”

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

“Today, I am going to show you three things on the board. Only one of them is real evidence that could support a response. Your job is to figure out which one is the strongest proof.”

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

“Yes. Today we will learn how to find strong evidence, how to introduce it, and how to make sure it actually proves our thinking. Writers do not just make claims. Writers prove them.”

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 add a signal marker and a comma before a quotation.
- ☐ I can explain what a quote helps me infer.
- ☐ 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 decide whether a quote is strong or weak for a given prompt.
2. I can name which CSI checks a quote passes.
3. I can add a signal marker and a comma before a quotation.
4. I can explain what a quote helps me infer.

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 3 Teacher Lesson Plan Guide (“Using Evidence to Support Thinking”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.