

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 1 • Module 4
Writing the Explanation Sentence

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 4: Writing the Explanation Sentence

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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 repeats the quote in different words and calls it an explanation.	Ask, 'What does this evidence tell us?' Require a new idea, not a restatement.
The student adds a second quote instead of writing an explanation.	Sort the sentence as evidence or explanation and use 'this means' to add thinking.
The student writes 'This is important' without saying why.	Ask, 'Why does it matter, and what does it help the reader understand?'

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will explain evidence so the reader understands what the proof means, why it matters, and how it supports the thesis (central idea)..

TEKS: 5.11(B)(i).

Materials: Module 4 passage “From Tension to Revolution”; module materials from the Teacher Lesson Plan Guide.

Prompt: Why did colonists protest British laws? Add an explanation sentence that tells what the evidence means and why

Warm Up (2 minutes)

SAY

“As established readers, you use the DOT habit while you read. Dot an unfamiliar word, discover its meaning with us, and drop the dot once you own it. Then TAP the TRACKS to find evidence you can explain.”

DO

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

I Do: Model (3 minutes)

SAY

“I am going to show you something simple, but you may not name it right away. Your job is to explain what it does and why it matters.”

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

“Do not tell me what it is yet. Tell your partner what it does. Now tell your partner why it matters.”

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 identify the evidence and keep it separate from my own explanation.
- ☐ I explain what the evidence means instead of repeating it.
- ☐ I use a Definition or Story bookend correctly.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Writing the Explanation Sentence” independently in writing.

TEKS: 5.11(C)(i).

Materials: Module 4 passage “The Ocean Lesson”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“You just did something important. You did not only name something. You explained it. In writing, evidence is the proof, but explanation is where your thinking shines.”

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

“As I say the Auditory Engagement, listen carefully and write the missing key words in your Interactive Notebook. Keep your pencil ready. You are listening for only the most important words.”

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

“You are about to race to build strong SCR parts. Your team must match a thesis (central idea), an evidence sentence, and the best explanation sentence. If your explanation is strong, your team moves ahead. If you also explain why it is correct, your team moves an extra space.”

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 use a Definition or Story bookend correctly.
- ☐ I connect the explanation to the thesis (central idea).
- ☐ I say why the evidence matters.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I identify the evidence and keep it separate from my own explanation.
2. I explain what the evidence means instead of repeating it.
3. I use a Definition or Story bookend correctly.
4. I connect the explanation to the thesis (central idea).

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 4 Teacher Lesson Plan Guide (“Writing the Explanation Sentence”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.