

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 2 • Module 1
Understanding the Structure of an ECR

Informational Writing / Extended Constructed Response
Passages: “A Harvest to Remember” and “Spanish Rule in Early Texas”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 2 • Module 1: Understanding the Structure of an ECR

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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 tells why a discovery matters without explaining how it solved a problem.	Contrast WHY (reasons, using because) with HOW (a way something happened, using by).
The student writes a true detail without answering the prompt.	Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason.
The student treats a detail as a thesis (central idea).	Ask whether the sentence answers the prompt fully or only names a fact.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation..

TEKS: 5.11(B)(i).

Materials: Module 1 passage “A Harvest to Remember”; module materials from the Teacher Lesson Plan Guide.

Prompt: Explain why missions and presidios helped Spain maintain control in early Texas.

Warm Up (2 minutes)

SAY

“As you read, notice what the people needed and what actions shaped the outcome. In one passage, the Pilgrims needed food in a new land. In the other, Spain built missions and presidios to control Texas.”

DO

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

I Do: Model (3 minutes)

SAY

“What told you this was a WHY prompt?”

DO

Using “A Harvest to Remember,” 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 the conflict help you write your thesis (central idea)?”

DO

Give each student a copy of the passage or prompt from “Spanish Rule in Early Texas.” Wait for the student to attempt each step before confirming. Correct one element at a time.

Sentence Frames

“The thesis (central idea) of my ECR states _____.”

“My first reason is _____ because _____.”

“The evidence from the text that supports this reason is _____.”

You Do: Independent Try (4 minutes)

DO

The student practices the skill independently using “A Harvest to Remember” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ I circle important nouns, box the important verb, and triangle WHY or HOW.
- ☐ I tell whether the prompt asks for reasons or a way something happened.
- ☐ I identify the problem or conflict that helps me answer the 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 the Structure of an ECR” independently in writing.

TEKS: 5.12(B)(i).

Materials: Module 1 passage “Spanish Rule in Early Texas”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“The lights dim. The music builds. You are no longer just students; you are thinkers stepping onto a stage.”

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

“Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it.”

DO

Write a model response using “Spanish Rule in Early Texas” 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

“When you shape a prompt and use the conflict to guide your thinking, you can write a thesis (central idea) that answers the question clearly.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “A Harvest to Remember” for evidence.

Sentence Frames

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

“According to the text, _____, which demonstrates _____.”

“This evidence matters because _____.”

You Do: Independent Try (4 minutes)

DO

The student writes an independent response demonstrating the module skill using “Spanish Rule in Early Texas.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ I identify the problem or conflict that helps me answer the prompt.
- ☐ I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
- ☐ I write a complete thesis (central idea) with a reason for WHY or a way for HOW.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I circle important nouns, box the important verb, and triangle WHY or HOW.
2. I tell whether the prompt asks for reasons or a way something happened.
3. I identify the problem or conflict that helps me answer the prompt.
4. I write a thesis (central idea) that answers the exact question, not just a true detail from the text.

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 2, Module 1 Teacher Lesson Plan Guide (“Understanding the Structure of an ECR”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.