

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 2 · Module 3
The Reason/Way Branch of the 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 3: The Reason/Way Branch of the 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 confuses a WHY and a HOW response.	Model both structures side by side: WHY uses because plus a reason; HOW uses by or through plus a process.
The student lists reasons without supporting each with evidence.	Return to the ECR tree and ask for one piece of evidence under each reason branch.
The student writes a detail instead of a complete thesis (central idea).	Ask for a sentence that answers the prompt and names both the topic and the reason or way.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will magnify a thesis (central idea) into two or three focused, distinct baskets of reasons or ways by brainstorming connected ideas, grouping similar ideas, keeping one strong idea from each basket, deleting off-topic ideas, and narrowing their choices..

TEKS: 5.11(B)(iv).

Materials: Module 3 passage “A Harvest to Remember”; module materials from the Teacher Lesson Plan Guide.

Prompt: Explain how missions and presidios shaped daily life and Spanish control in early

Warm Up (2 minutes)

SAY

“Today we are going to become idea organizers. Writers gather ideas, sort ideas, and choose the strongest ones. When I read an idea card, show thumbs up if it fits the thesis (central idea), and then we will place it in the correct basket.”

DO

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

I Do: Model (3 minutes)

SAY

“The first big branch growing out of the trunk is the Reason or Way branch. If the prompt says why, we think of reasons. If the prompt says how, we think of ways. Writers magnify their thinking by stretching it wider first and narrowing it carefully.”

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

“Brainstorming helps you think of more ideas. Grouping helps you organize. If all the ideas are the same, your writing will sound repetitive. Different baskets help you find different evidence.”

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 write the thesis (central idea) before I brainstorm its branches.
- ☐ I list several connected ideas from the passages.
- ☐ I group ideas that are alike and label each basket.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from "The Reason/Way Branch of the ECR" independently in writing.

TEKS: 5.11(C)(iii).

Materials: Module 3 passage "Spanish Rule in Early Texas"; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

"Today you brainstormed, sorted, narrowed, and focused your thinking. Choose one way to recognize your growth."

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

"Now turn and teach someone else how to magnify reasons or ways. Explain all four steps. You may use your notebook, anchor chart, or basket page to help you."

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

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

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 group ideas that are alike and label each basket.
- ☐ I keep one strong idea from each basket.
- ☐ I delete off-topic or repeated ideas.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I write the thesis (central idea) before I brainstorm its branches.
2. I list several connected ideas from the passages.
3. I group ideas that are alike and label each basket.
4. I keep one strong idea from each basket.

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 3 Teacher Lesson Plan Guide ("The Reason/Way Branch of the ECR"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.