

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 3 • Module 1
Building the Full ECR

Informational Writing / Extended Constructed Response
Passages: “Our Rights, Our Voices” and “A Voice of Their Own”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 3 • Module 1: Building the Full 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 writes the topic as the thesis (central idea) instead of a full answer.	Ask what both texts explain about rights, fairness, and voice.
The student chooses a detail with the right keyword but weak support.	Test the line with CSI: Cite, Say what it means, and Illustrate or name the Impact.
The student writes an explanation that repeats the evidence.	Ask what the evidence proves about the reason or way. The explanation must add new thinking.
The student uses only one genre when the prompt requires both texts.	Return to the prompt and point to 'both texts.'

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will analyze the sentence-statement prompt, read a poem and a drama for conflict and ideas, write a thesis (central idea), magnify reasons or ways, choose CSI evidence from both texts, add DEEP FACTS + E explanation, and organize a coherent informative response with TREES..

TEKS: 5.11(B)(iv).

Materials: Module 1 passage “Our Rights, Our Voices”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“An ECR is built piece by piece. First we understand the prompt. Then we write a thesis (central idea). Next we magnify reasons or ways, choose evidence, explain the evidence, and organize everything with TREES.”

DO

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

I Do: Model (3 minutes)

SAY

“Today you are learning the whole chain, not just one isolated part. The poem and drama give us connected ideas, and our job is to explain the connection with evidence.”

DO

Using “Our Rights, Our Voices,” 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

“We are not picking a line because we like it. We are choosing evidence that connects, strongly supports, and matters enough for this exact reason or way.”

DO

Give each student a copy of the passage or prompt from “A Voice of Their Own.” 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 “Our Rights, Our Voices” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ The response names a thesis (central idea) about fairness and voice.
- ☐ The response develops at least one reason or way that grows from the thesis (central idea).
- ☐ The response uses exact evidence from both the poem and the drama.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Building the Full ECR” independently in writing.

TEKS: 5.12(B)(i).

Materials: Module 1 passage “A Voice of Their Own”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Explain how the poem and drama develop the same idea in different genres. What does the poem show about rights and fair laws? What does the drama show about representation and selfgovernment?”

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

“You built a full response from the prompt through TREES. Notice one decision you made that helped your reader understand fairness and voice.”

DO

Write a model response using “A Voice of Their Own” 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 students learn to move from prompt to thesis (central idea), from reasons to evidence, and from evidence to explanation, they begin to see that strong writing is built step by step, and they are fully capable of building it.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “Our Rights, Our Voices” 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 "A Voice of Their Own." No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ The response uses exact evidence from both the poem and the drama.
- ☐ Each evidence choice passes CSI: Cite, Say what it means, and Illustrate or name the Impact.
- ☐ The explanation tells how the evidence supports the reason or way and the thesis (central idea).
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. The response names a thesis (central idea) about fairness and voice.
2. The response develops at least one reason or way that grows from the thesis (central idea).
3. The response uses exact evidence from both the poem and the drama.
4. Each evidence choice passes CSI: Cite, Say what it means, and Illustrate or name the Impact.

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 3, Module 1 Teacher Lesson Plan Guide ("Building the Full ECR"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.