

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 3 · Module 2
Hidden WHY and HOW Prompt Clues

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 2: Hidden WHY and HOW Prompt Clues

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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 'Rights is my reason' without explaining why rights matter.	Ask the student to finish the idea with why rights matter in this response.
The student lists amendments and calls it significance.	Ask what the list shows about the importance of the rights.
The student treats dialogue as a summary of events.	Ask what the dialogue reveals about the colonists' wish for a voice.
The student's quotation repeats the claim instead of proving it.	Ask what the quotation proves beyond repeating it.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Objective: Students will identify hidden WHY and HOW clue words, classify sentence-statement prompts, defend the thinking job with prompt language, and write a thesis (central idea) that matches the correct relationship. Students will use TREES across the poem and drama: Thesis (central idea), Reaso.

TEKS: 5.11(B)(iv).

Materials: Module 2 passage “Our Rights, Our Voices”; module materials from the Teacher Lesson Plan Guide.

Prompt: "Explain the significance of the rights named in

Warm Up (2 minutes)

SAY

“Turn and teach someone near you. Be clear, kind, and confident. Teaching your thinking helps it grow.”

DO

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

I Do: Model (3 minutes)

SAY

“Sometimes the strongest teaching happens when students learn to notice what is hidden in plain sight. When they can uncover the true job of a prompt, they begin to write with clarity, confidence, and purpose.”

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

“A response is stronger when you can explain how each part supports the central idea, not just that the part is present.”

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)

- ☐ I read the full prompt before I decide.
- ☐ I underline a clue word or phrase, not the whole topic.
- ☐ I label the prompt hidden WHY or hidden HOW and defend the label.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Hidden WHY and HOW Prompt Clues” independently in writing.

TEKS: 5.11(B)(v).

Materials: Module 2 passage “A Voice of Their Own”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“These topic words help you talk about the poem and drama like a careful reader and writer.”

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

“Say each word, connect it to one of the two passages, and use it in a sentence that explains the text.”

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

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

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)

- ☐ I label the prompt hidden WHY or hidden HOW and defend the label.
- ☐ I write a thesis (central idea) that performs the prompt's actual job.
- ☐ I avoid summary by explaining importance, reasons, ways, or development.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I read the full prompt before I decide.
2. I underline a clue word or phrase, not the whole topic.
3. I label the prompt hidden WHY or hidden HOW and defend the label.
4. I write a thesis (central idea) that performs the prompt's actual job.

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 2 Teacher Lesson Plan Guide ("Hidden WHY and HOW Prompt Clues"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.