

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 3 · Module 3
Magnifying WHY Reasons into Topic Sentences

Informational Writing / Extended Constructed Response
Passage: “Our Rights, Our Voices”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 3 • Module 3: Magnifying WHY Reasons into Topic
Sentences

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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 treats the topic and the reason as the same thing.	Ask why rights matter in this response. The reason must explain, not just name.
The student picks a quote because it contains a keyword, not because it supports the reason.	Return to CSI: Cite, Say what it means, Illustrate or state the impact.
The student's explanation repeats the quotation in different words.	Ask what the quotation proves about the exact reason.
The student believes a longer response is automatically stronger.	Ask what makes the thinking clear, not what makes the response long.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will use the Magnifying process to narrow many possible ideas into strong reasons and turn them into clear topic sentences that support the thesis (central idea), drawing from both the poem and the drama..

TEKS: 5.11(B)(iv).

Materials: Module 3 passage “Our Rights, Our Voices”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“When students learn to magnify their thinking instead of settling for the first idea, they begin to write with depth, intention, and power. Great writing grows when young thinkers learn how to sort, narrow, and choose with purpose.”

DO

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

I Do: Model (3 minutes)

SAY

“At the beginning of this module, we asked: How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR? Now we can answer it: Grouping and narrowing helps a writer move from many possible ideas to two or three distinct, relevant directions. Each final basket gives a body paragraph a different focus, reduces repetition, removes off-topic ideas, and prepares the writer to find evidence that clearly supports the thesis (central idea).”

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

“Now let us try this together using ‘Our Rights, Our Voices.’”

DO

Give each student a copy of the passage or prompt from “Our Rights, Our Voices.” 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 generate at least eight connected reasons.
- ☐ I sort like-minded reasons by shared meaning.
- ☐ I keep one clear group leader from 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 “Magnifying WHY Reasons into Topic Sentences” independently in writing.

TEKS: 5.11(B)(v).

Materials: Module 3 passage “Our Rights, Our Voices”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“In our last lesson, you practiced the foundational skill. Today we connect it to your writing.”

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

“Watch how I take what we practiced and write a response.”

DO

Write a model response using “Our Rights, Our Voices” 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

“Now use the passage to try this in your own writing.”

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 “Our Rights, Our Voices.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ I keep one clear group leader from each basket.
- ☐ I write three distinct topic sentences connected to the thesis (central idea).
- ☐ I use ideas from both the poem and drama.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I generate at least eight connected reasons.
2. I sort like-minded reasons by shared meaning.
3. I keep one clear group leader from each basket.
4. I write three distinct topic sentences connected 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 3, Module 3 Teacher Lesson Plan Guide (“Magnifying WHY Reasons into Topic Sentences”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.