

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 3 · Module 4
Proving Reasons with Evidence and Explanation

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 4: Proving Reasons with Evidence and
Explanation

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

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.	Ask the student to finish the idea with why rights matter in this response.
The student picks evidence because it is about rights, not because it supports the reason.	Return to CSI: does it connect directly, strongly support, and matter enough?
The student's explanation restates the quotation.	Ask what the quotation proves about the exact reason. The explanation must add thinking.
The student writes more and assumes the response is stronger.	Ask what makes the response clear, not what makes it longer.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will use CSI to select a quotation that proves a focused reason, introduce it with a signal marker, and explain what it means and how it supports the reason..

TEKS: 5.11(B)(iv).

Materials: Module 4 passage “Our Rights, Our Voices”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“Your job is not to match cards that sound nice. Your job is to build a chain that proves a point. Begin your explanation with This, then tell how the quotation proves the reason rather than repeating it.”

DO

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

I Do: Model (3 minutes)

SAY

“A quote may be true and still not be the best evidence for this reason. Strong explanation points back to the quote and tells how it proves the reason.”

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

“Read your reason first. Show the words in your quotation that connect directly. Use CSI aloud, then explain what the quote means and how it proves the reason.”

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)

- ☐ My reason is focused, not just a topic.
- ☐ My quotation connects directly to the reason.
- ☐ My quotation strongly supports the idea and is important enough to prove it.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Proving Reasons with Evidence and Explanation” independently in writing.

TEKS: 5.11(B)(v).

Materials: Module 4 passage “A Voice of Their Own”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“First choose the exact reason. Next test the quote with CSI. Then say how the quote proves the reason. Your explanation must add thinking.”

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

“Do not choose because a line sounds interesting. Catch the evidence that passes CSI most completely, then defend it.”

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

“Use this tracker as a private reflection tool. Check one response for each skill after you have practiced it. Be honest so you can see your growth.”

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)

- ☐ My quotation strongly supports the idea and is important enough to prove it.
- ☐ I name the poet, playwright, or text with an accurate signal marker.
- ☐ My explanation begins with This and adds meaning or impact instead of repeating the quote.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. My reason is focused, not just a topic.
2. My quotation connects directly to the reason.
3. My quotation strongly supports the idea and is important enough to prove it.
4. I name the poet, playwright, or text with an accurate signal marker.

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 4 Teacher Lesson Plan Guide ("Proving Reasons with Evidence and Explanation"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.