

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 4 • Module 1

Building the Argumentative Foundation with Claim, Reasons, and Evidence

Opinion / Argumentative Writing / Extended Constructed

Passages: “The Garden That Wouldn’t Grow” and “Words That Changed a Nation”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 4 • Module 1: Building the Argumentative
Foundation with Claim, Reasons, and Evidence

© 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 writes a fact as a claim instead of a debatable statement.	Ask whether someone could reasonably disagree. Use the Claim Test.
The student lists one idea twice as two reasons.	Ask for a different angle and compare the two reasons.
The student copies a detail but does not connect it to the reason.	Prompt: 'This proves the reason because _____.'

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will build an argumentative foundation by writing a defensible claim, giving two logical reasons that support the same position from different angles, and proving each reason with relevant evidence from one of the two passages..

TEKS: 5.12(C)(i).

Materials: Module 1 passage “The Garden That Wouldn't Grow”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“A strong argument begins with a position you can defend. It grows with reasons that make sense and evidence that truly proves those reasons.”

DO

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

I Do: Model (3 minutes)

SAY

“I can defend this position because the passage shows that Kendrix's first plan made the garden worse, and her changed plan responds to what the plants need.”

DO

Using “The Garden That Wouldn't Grow,” 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

“What does the muddy soil prove? Say the reason first, then point to the detail that proves it.”

DO

Give each student a copy of the passage or prompt from “Words That Changed a Nation.” 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 “The Garden That Wouldn't Grow” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ I identify the claim, reasons, and evidence in an argument.
- ☐ I write one clear, defensible claim that answers the sentence-statement prompt.
- ☐ I give two different reasons that support the same claim.
- ☐ 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 Argumentative Foundation with Claim, Reasons, and Evidence” independently in writing.

TEKS: 5.12(C)(ii).

Materials: Module 1 passage “Words That Changed a Nation”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“How is the later watering plan a different reason, not the same reason repeated?”

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 the part of an argument that everything else depends on. Find one place where your claim, reason, and evidence fit especially well. Put a star beside it and write, My foundation is strong because...”

DO

Write a model response using “Words That Changed a Nation” 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

“Turn to someone near you and teach the three jobs: the claim tells the position, the reason explains why it makes sense, and the evidence proves the reason. Then show how the later CREATURES parts can connect to this foundation.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “The Garden That Wouldn't Grow” 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 “Words That Changed a Nation.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ I give two different reasons that support the same claim.
- ☐ I add one accurate, relevant piece of evidence under each reason.
- ☐ I explain why one piece of evidence is strongest.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I identify the claim, reasons, and evidence in an argument.
2. I write one clear, defensible claim that answers the sentence-statement prompt.
3. I give two different reasons that support the same claim.
4. I add one accurate, relevant piece of evidence under each reason.

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 4, Module 1 Teacher Lesson Plan Guide (“Building the Argumentative Foundation with Claim, Reasons, and Evidence”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.