

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 4 • Module 2

Turning Parts into a Coherent Line of Argument with Thinking

Opinion and 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 2: Turning Parts into a Coherent Line of
Argument with Thinking

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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 lists accurate facts without connecting them.	Ask the student to draw an arrow from each sentence to the next and say the relationship aloud.
The student repeats the quotation as Thinking instead of interpreting it.	Ask, 'What does this proof show, and why does it matter?' The new sentence should interpret the detail.
The student uses therefore or however without a real relationship.	Ask which relationship the transition shows. Keep the word only when the relationship is real.
The student writes a broad statement like 'The garden was bad' without precision.	Return to the claim and require a precise reason, a passage detail, and an explanation.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: BIG Goal: Students will connect claim, reasons, and evidence into a coherent line of Argument and use Thinking to explain how and why the evidence supports the claim. The claim functions as the thesis (central idea) of the argument. Students do not replace the claim with a topic statement. They defe.

TEKS: 5.11(B)(v).

Materials: Module 2 passage “The Garden That Wouldn't Grow”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“You built a connected chain. Remember: a transition can show a relationship, but the relationship itself must be logical and supported.”

DO

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

I Do: Model (3 minutes)

SAY

“What makes an argument coherent? A coherent argument orders each idea so it supports or develops the previous idea, and all parts serve the same claim. Why is evidence without Thinking incomplete? The reader may see the proof but still not understand how it supports the claim. Can a transition make weak reasoning strong? No. A transition can show a relationship, but the relationship itself must be logical and supported.”

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

“Return to our question: How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list? Point to the sentence that makes your answer visible.”

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 can arrange Claim, Reason, Evidence, and Thinking into a coherent chain.
- ☐ I can point to the Thinking sentence that makes my evidence work harder.
- ☐ I can explain why evidence without Thinking is incomplete.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Turning Parts into a Coherent Line of Argument with Thinking” independently in writing.

TEKS: 5.11(C)(i).

Materials: Module 2 passage “Words That Changed a Nation”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“You built a connected line on your own. Check that every sentence leads to the next and that your Thinking explains each piece of proof.”

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

“Today you moved from collecting parts to controlling the reader’s path. That is the work of a real argument. Your evidence became more powerful because your Thinking explained it, and your Argument showed the reader how each idea belonged.”

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

“Your response becomes stronger when you can explain how each part supports the claim, not just show that each part is present.”

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 can explain why evidence without Thinking is incomplete.
- ☐ I can use a transition that shows cause, contrast, result, or another real relationship.
- ☐ I can draw arrows from one sentence to the next and explain what each arrow means.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I can arrange Claim, Reason, Evidence, and Thinking into a coherent chain.
2. I can point to the Thinking sentence that makes my evidence work harder.
3. I can explain why evidence without Thinking is incomplete.
4. I can use a transition that shows cause, contrast, result, or another real relationship.

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 2 Teacher Lesson Plan Guide (“Turning Parts into a Coherent Line of Argument with Thinking”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.