

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 4 · Module 3

Understanding Others and Building an Evidence-Based Rebuttal

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 3: Understanding Others and Building an
Evidence-Based Rebuttal

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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 exaggerates the other viewpoint instead of representing it fairly.	Use the Fairness Check: would someone who holds the view recognize the description?
The student writes 'However, that is wrong' without evidence.	Ask for a passage detail and a sentence explaining how it answers the opposing idea.
The student changes position instead of rebutting the other side.	Ask whether the evidence supports the original claim or the opposing one.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will represent another viewpoint accurately and fairly, write an evidence-based rebuttal, and bridge from the rebuttal back toward the claim and conclusion..

TEKS: 5.12(C)(i).

Materials: Module 3 passage “The Garden That Wouldn't Grow”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 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

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

I Do: Model (3 minutes)

SAY

“As established readers, use the DOT habit while you read. Dot an unfamiliar word, discover its meaning as we learn together, and drop the dot once you know the word.”

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

“Today you will practice a powerful argument habit. First, you will represent another viewpoint fairly. Then you will answer the idea with evidence. We call that mirror first, respond second.”

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 state the other viewpoint accurately and fairly.
- ☐ I answer the viewpoint with reasoning and evidence from one of the two passages.
- ☐ I use respectful language and respond to the idea, not the person.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Understanding Others and Building an Evidence-Based Rebuttal” independently in writing.

TEKS: 5.12(C)(ii).

Materials: Module 3 passage “Words That Changed a Nation”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“I will not call this viewpoint foolish. I will state it so accurately that a reader who holds it would recognize it. Kendrix saw weak plants, the weather was warm, and plants need water. That is the other idea I must understand before I respond.”

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

“What makes a rebuttal evidence-based? How does the passage detail answer the viewpoint instead of attacking the person?”

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

“Award yourself for one move your writing makes well. Point to the words that show your mirror is fair or your rebuttal uses evidence.”

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 use respectful language and respond to the idea, not the person.
- ☐ I connect the rebuttal back toward the claim and conclusion.
- ☐ I decide whether the claim should stay the same or become more precise.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I state the other viewpoint accurately and fairly.
2. I answer the viewpoint with reasoning and evidence from one of the two passages.
3. I use respectful language and respond to the idea, not the person.
4. I connect the rebuttal back toward the claim and conclusion.

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 3 Teacher Lesson Plan Guide (“Understanding Others and Building an Evidence-Based Rebuttal”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.