

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 4 • Module 4

Completing the Argument with Ending, Significance, and the Full CREATURES

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 4: Completing the Argument with Ending,
Significance, and the Full CREATURES

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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 Ending and Significance as the same sentence.	Separate synthesis (what the argument proved) from widening (why it matters beyond the paper).
The student adds a new reason in the conclusion.	Move or delete the undeveloped idea. The conclusion uses only evidence already presented.
The student agrees with the other viewpoint instead of representing it.	Represent the other side accurately, then answer it with evidence.
The student's Bluebird Moment leaves the passage evidence behind.	Use a modest, evidence-based idea. The Bluebird Moment must grow from the text.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Objective: Students will plan all nine CREATURES parts, write a thesis (central idea) that states the Claim, select relevant Evidence from two passages, write a purposeful Ending, write a grounded Significance, and revise and edit one complete ECR. I Will I Can • I will make a Claim and Reasons. •.

TEKS: 5.12(C)(i).

Materials: Module 4 passage “The Garden That Wouldn’t Grow”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“With your notes closed, teach CREATURES to a partner from C through S. Explain the job of each letter and show how your Evidence supports your Claim.”

DO

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

I Do: Model (3 minutes)

SAY

“Make the connection clearer. Point to the Evidence, explain the Thinking, and decide whether the Ending or Significance needs repair.”

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

“Check what you can do independently, and choose one next step that will make your argument clearer and stronger.”

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)

- ☐ My Claim answers the task.
- ☐ My Reasons organize.
- ☐ My Evidence is accurate.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Completing the Argument with Ending, Significance, and the Full CREATURES” independently in writing.

TEKS: 5.12(C)(ii).

Materials: Module 4 passage “Words That Changed a Nation”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“At the beginning of this module, we asked: How do a purposeful ending and a Bluebird Moment of significance turn a complete argument into a message that matters beyond the paper? Now we can answer it: A purposeful ending reinforces the claim and synthesizes the most important reasoning without simply repeating earlier sentences. Significance then creates the Bluebird Moment by explaining why the position matters beyond the immediate response, to decisions, communities, rights, responsibilities, or the world around us. When E and S complete the full CREATURES structure, the reader understands both what the writer believes and why the argument is worth remembering.”

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

“With your notes closed, teach CREATURES to a partner from C through S. Explain the job of each letter and show how your Evidence supports your Claim.”

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

“Writers, CREATURES gives you a path, but your thinking gives the path meaning. You can take a position, prove it, connect the proof, understand another viewpoint, answer it fairly, and end by showing why your ideas matter. That is more than filling in parts. That is learning to build an argument a reader can trust and remember.”

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)

- ☐ My Evidence is accurate.
- ☐ My Thinking explains how and why the Evidence supports the Claim.
- ☐ My Understanding Others and Rebuttal are fair.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. My Claim answers the task.
2. My Reasons organize.
3. My Evidence is accurate.
4. My Thinking explains how and why the Evidence supports the Claim.

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 4 Teacher Lesson Plan Guide (“Completing the Argument with Ending, Significance, and the Full CREATURES”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.