

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 5 • Module 1
Balanced Evidence Across Paired Passages

Informative Writing / Extended Constructed Response (ECR)
Passages: “A Difficult Compromise” and “A Visit to the Workshop”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 5 • Module 1: Balanced Evidence Across Paired
Passages

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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 summarizes one passage and never uses the other.	Require a source-labeled detail from each passage before the response can be complete.
The student lists details from both passages but does not say what they prove together.	Ask, 'What do the details show together?' and add the explanation sentence.
The student treats the two contexts as equal without naming the difference.	Name the shared pattern and the critical difference in stakes and consequence.
The student checks conventions while the response still lacks evidence from both passages.	Revise for meaning, balance, coherence, and clarity before conventions.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will identify the problem or conflict, action or decision, outcome, and what remains in both passages; use evidence from both passages to prove one shared idea; explain why two accurate details belong together; write a SET introduction; and revise for clarity before editing conventions..

TEKS: 5.12(B)(i).

Materials: Module 1 passage “A Difficult Compromise”; module materials from the Teacher Lesson Plan Guide.

Prompt: Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can

Warm Up (2 minutes)

SAY

“Our HABIT today is to balance evidence from both passages and explain the shared idea.”

DO

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

I Do: Model (3 minutes)

SAY

“Name the source before you name the detail. That keeps our evidence accurate.”

DO

Using “A Difficult Compromise,” 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 both passages for the same writing purpose, but keep their different contexts clear.”

DO

Give each student a copy of the passage or prompt from “A Visit to the Workshop.” 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 “A Difficult Compromise” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ Both passages are named or clearly used.
- ☐ One accurate detail from Passage 9 and one accurate detail from Passage 10 do real evidentiary work.
- ☐ The paired details are connected in one sentence that explains the relationship.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Balanced Evidence Across Paired Passages” independently in writing.

TEKS: 5.12(B)(ii).

Materials: Module 1 passage “A Visit to the Workshop”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“A card is not complete until you name the source, the detail's job, and the explanation.”

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

“Rehearse the connection aloud before your group records it.”

DO

Write a model response using “A Visit to the Workshop” 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

“Return to the clean copy whenever a detail needs to be checked or repaired.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “A Difficult Compromise” 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 Visit to the Workshop.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ The paired details are connected in one sentence that explains the relationship.
- ☐ The thesis (central idea) answers the prompt: one important step forward can still leave a larger
- ☐ The response protects the difference between a morally unjust political decision and technical
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. Both passages are named or clearly used.
2. One accurate detail from Passage 9 and one accurate detail from Passage 10 do real evidentiary work.
3. The paired details are connected in one sentence that explains the relationship.
4. The thesis (central idea) answers the prompt: one important step forward can still leave a larger

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 5, Module 1 Teacher Lesson Plan Guide (“Balanced Evidence Across Paired Passages”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.