

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 5 · Module 2

HOW Responses: Similarities, Differences, and Relationships

Informational Writing / Extended Constructed Response

Passages: “A Difficult Compromise” and “A Visit to the Workshop”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 5 • Module 2: HOW Responses: Similarities,
Differences, and Relationships

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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 names only one passage and ignores the other.	Require a source-labeled detail from each passage.
The student uses however for a similarity or both for a difference.	Ask whether the transition matches the exact relationship between the ideas.
The student copies a detail but does not connect it to the thesis (central idea).	Prompt: 'This shows _____ because _____.'
The student confuses a topic sentence with a thesis (central idea).	Ask whether the sentence controls the whole response or only one paragraph.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will write an informative paired-passage response that names a thesis (central idea), uses accurate evidence from both passages, explains a similarity and a difference, and shows why the relationship matters..

TEKS: 5.11(B)(ii).

Materials: Module 2 passage “A Difficult Compromise”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“Use evidence accurately, then make your thinking visible through the module HABIT.”

DO

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

I Do: Model (3 minutes)

SAY

“Point to a real sentence when you name a strength. A feeling is not evidence.”

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

“Choose a next step you can see and measure in the next response.”

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)

- ☐ My introduction references both passages and states a thesis (central idea).
- ☐ I include at least one meaningful similarity and one meaningful difference.
- ☐ I use accurate, balanced evidence from Passage 9 and Passage 10.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “HOW Responses: Similarities, Differences, and Relationships” independently in writing.

TEKS: 5.12(B)(i).

Materials: Module 2 passage “A Visit to the Workshop”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Teach the HABIT before you show the details. Use one accurate detail from each passage as evidence for your teaching, then explain what the details help a writer understand.”

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

“Comparison becomes powerful when students explain the relationship instead of listing two summaries.”

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

“In 60 seconds, tell your partner one accurate detail from each passage. Use both or however, then explain what the details show together.”

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)

- ☐ I use accurate, balanced evidence from Passage 9 and Passage 10.
- ☐ I use comparison transitions that show the exact relationship.
- ☐ I explain what the paired evidence proves and why the difference matters.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. My introduction references both passages and states a thesis (central idea).
2. I include at least one meaningful similarity and one meaningful difference.
3. I use accurate, balanced evidence from Passage 9 and Passage 10.
4. I use comparison transitions that show the exact 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 5, Module 2 Teacher Lesson Plan Guide (“HOW Responses: Similarities, Differences, and Relationships”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.