

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 5 · Module 3
Building a Conclusion That Finishes the Thinking

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 3: Building a Conclusion That Finishes
the 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's conclusion uses only one passage.	Ask for a source-labeled detail from each passage in the conclusion.
The student lists details without explaining what they show together.	Ask what the details show together. Evidence must be followed by explanation.
The student treats the two contexts as equal without naming the difference.	Ask what important difference must remain. Name the shared pattern and the different consequence.
The student adds new evidence at the end that was not in the body.	Circle first-time details in the conclusion. R2 refers only to established evidence.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will write or revise an informative paired-passage response that is accurate, balanced, and clear about the different contexts and consequences in the two texts. Students will finish with R1 restatement, R2 evidence reference, and R3 Bluebird reflection..

TEKS: 5.11(B)(iii).

Materials: Module 3 passage “A Difficult Compromise”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“Academic words make your thinking visible. When you use evidence, explanation, transition, paraphrase, and significance accurately, a reader can follow the relationship across both passages.”

DO

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

I Do: Model (3 minutes)

SAY

“These words belong to the passage content and framework. Use them precisely, and make every definition answerable from the passages or the lesson work.”

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

“Highlighting is not the finish line. After you mark a detail, name its source, identify its job, and explain how it connects to a detail in the other passage.”

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 one thesis (central idea).
- ☐ I include at least one meaningful similarity and one meaningful difference.
- ☐ I use evidence from Passage 9 and Passage 10 around a relationship.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Building a Conclusion That Finishes the Thinking” independently in writing.

TEKS: 5.11(B)(iii).

Materials: Module 3 passage “A Visit to the Workshop”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Highlighting is not the finish line. After you mark a detail, name its source, identify its job, and explain how it connects to a detail in the other passage.”

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 we will look for how a conclusion finishes the thinking. Both passages belong in our answer. We will name a relationship, protect an important difference, and watch how a writer moves from evidence to a bigger picture.”

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

“I am going to show you the thinking that belongs before the conclusion. I will use both passages, connect their details, protect their difference, and then build three final sentences.”

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 evidence from Passage 9 and Passage 10 around a relationship.
- ☐ I explain what the paired evidence shows together.
- ☐ My conclusion has R1, R2, and R3 in three clear sentences.
- ☐ 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 one thesis (central idea).
2. I include at least one meaningful similarity and one meaningful difference.
3. I use evidence from Passage 9 and Passage 10 around a relationship.
4. I explain what the paired evidence shows together.

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 3 Teacher Lesson Plan Guide ("Building a Conclusion That Finishes the Thinking"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.