

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 5 · Module 4
Color Coding the Exemplar and Controlling the Whole Paper

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 4: Color Coding the Exemplar and
Controlling the Whole Paper

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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 erases the difference between the two texts' consequences.	Use both and however to preserve the critical difference.
The student moves from a detail to a new topic without explaining.	Add a red explanation sentence: 'This shows _____ because _____.'
The student adds unsupported information in the conclusion.	R2 refers to the evidence as a whole and R3 reflects without new evidence.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will color code an exemplar so every sentence has a job and a color, then use that control to assemble a full paired-passage informative response that uses both texts from start to finish..

TEKS: 5.11(B)(ii).

Materials: Module 4 passage “A Difficult Compromise”; module materials from the Teacher Lesson Plan Guide.

Prompt: Explain how "A Difficult Compromise" and "A Visit to the Workshop" show that lasting change requires people to

Warm Up (2 minutes)

SAY

“Your award must name a sentence and its job. You are not praising a color by itself. You are identifying thinking that the color makes visible.”

DO

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

I Do: Model (3 minutes)

SAY

“Listen for what the two texts share. Both texts show people continuing to work. In Passage 9, the decision increased political power while denying rights to enslaved people. In Passage 10, failed tests provided information for the next design. When you compare them, name both the shared pattern and the important difference.”

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

“Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1.”

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 names both passages and states a thesis (central idea) about their relationship.
- ☐ My body uses a green idea, yellow evidence, red explanation, and blue significance in a purposeful
- ☐ My evidence is accurate, balanced, and drawn from both passages.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: use that control to assemble a full paired-passage informative response that uses both texts from start to finish..

TEKS: 5.11(B)(iii).

Materials: Module 4 passage “A Visit to the Workshop”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“At the beginning of this module, we asked: How does color coding help a writer see whether every part of a paired-passage response is doing its job? Now we can answer it: Color coding makes sentence jobs visible. It lets the writer see whether the introduction leads to a clear thesis (central idea), whether body paragraphs balance reasons, evidence, explanations, and significant thinking, and whether the conclusion restates, references, and reflects without adding a new idea.”

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

“When students can see the job of every sentence, they can revise the whole paper with intention.”

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, name one accurate detail from each passage, say the relationship between them, and explain what the pair proves 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)

- ☐ My evidence is accurate, balanced, and drawn from both passages.
- ☐ My transitions show whether the relationship is similarity, difference, cause and effect, or a shared
- ☐ My conclusion uses R1 to restate, R2 to refer back to the evidence as a whole, and R3 to reflect on the
- ☐ 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 names both passages and states a thesis (central idea) about their relationship.
2. My body uses a green idea, yellow evidence, red explanation, and blue significance in a purposeful
3. My evidence is accurate, balanced, and drawn from both passages.
4. My transitions show whether the relationship is similarity, difference, cause and effect, or a shared

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 4 Teacher Lesson Plan Guide ("Color Coding the Exemplar and Controlling the Whole Paper"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.