

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 6 · Module 1

Decision Prompts: Claim, Reasons, and Evidence

Argumentative Writing / Extended Constructed Response and
Passages: “A Voice in the Community” and “A Gift That Welcomed Millions”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 6 • Module 1: Decision Prompts: Claim, Reasons, and Evidence

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

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 writes a topic instead of choosing a side.	Use the frame: 'Community participation should _____ because _____.' Require a decision and WHY.
The student lists voting, elections, and votes as three separate reasons.	Ask what each reason adds. Combine repeated ideas and generate a different reason from the passages.
The student copies evidence without connecting it to the reason.	Prompt: 'This evidence proves the reason because _____.'

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will recognize a decision statement as an argumentative task, write a defensible claim that declares the WHY, generate three distinct reasons, select directly matched evidence from both passages, and transfer the C-R-E foundation into a persuasive letter..

TEKS: 5.11(B)(ii).

Materials: Module 1 passage “A Voice in the Community”; module materials from the Teacher Lesson Plan Guide.

Prompt: Explain whether community participation should be treated as an important

Warm Up (2 minutes)

SAY

“When a writing statement asks you to decide whether something should or should not happen, your brain should hear WHY.”

DO

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

I Do: Model (3 minutes)

SAY

“Say the possible side aloud, then tell a partner which passage detail could help a writer defend it.”

DO

Using “A Voice in the Community,” 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

“Today we begin with claim, distinct reasons, and evidence that directly matches a reason. Listen for the decision the prompt requires before you write.”

DO

Give each student a copy of the passage or prompt from “A Gift That Welcomed Millions.” 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 Voice in the Community” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ My claim clearly chooses a side and declares why.
- ☐ My reasons are distinct rather than repeated.
- ☐ My evidence is accurate, specific, and matched to a reason.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Decision Prompts: Claim, Reasons, and Evidence” independently in writing.

TEKS: 5.12(C)(i).

Materials: Module 1 passage “A Gift That Welcomed Millions”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason.”

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

“I will read two possible argumentative beginnings. Do not write while I read. After both are finished, show A or B, then defend your choice to a partner.”

DO

Write a model response using “A Gift That Welcomed Millions” 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

“The word whether tells me I must decide. I choose yes. Now I declare the why in a defensible claim.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “A Voice in the Community” 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 Gift That Welcomed Millions." No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ My evidence is accurate, specific, and matched to a reason.
- ☐ I explain why each selected detail proves its reason.
- ☐ I use the C-R-E foundation in a clear argumentative correspondence.
- ☐ 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 clearly chooses a side and declares why.
2. My reasons are distinct rather than repeated.
3. My evidence is accurate, specific, and matched to a reason.
4. I explain why each selected detail proves its reason.

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 6, Module 1 Teacher Lesson Plan Guide ("Decision Prompts: Claim, Reasons, and Evidence"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.