

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 6 · Module 2
Coherent Argument and Thinking

Argumentative writing and persuasive correspondence
Passages: “A Voice in the Community” and “A Gift That Welcomed Millions”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 6 • Module 2: Coherent Argument and 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 piles up facts without a line of reasoning.	Ask the student to name what each fact proves, then keep only details that support the chosen reason.
The student inserts a transition randomly.	Ask what exact relationship the transition signals and replace it if the relationship is not accurate.
The student repeats evidence instead of writing Thinking.	Ask how and why the evidence matters. Have the student add an interpretation that is different from the proof.
The student confuses a reason with a passage detail.	Sort the why from the proof. A reason says why; evidence says what the text says.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will organize a purposeful argumentative structure, connect reasons with accurate transitions, select specific facts and details, and explain how and why each piece of evidence supports a claim. They will revise by combining or rearranging ideas for clarity and carry the argument into correspondence..

TEKS: 5.11(B)(i).

Materials: Module 2 passage “A Voice in the Community”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“Close your notes and name the one move you can already control.”

DO

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

I Do: Model (3 minutes)

SAY

“A transition earns its place only when it names a real relationship.”

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

“Use the passages to test whether a small civic action can matter; do not decide before you can point to support.”

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

"My claim is _____ because _____."

"The reason I believe this is _____."

"The evidence that supports my 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 answers the decision.
- ☐ My reasons are distinct and ordered for a purpose.
- ☐ My evidence is specific and relevant.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from "Coherent Argument and Thinking" independently in writing.

TEKS: 5.11(B)(ii).

Materials: Module 2 passage "A Gift That Welcomed Millions"; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

"Talk through your choice first. Your partner should be able to hear the link between your claim and your evidence."

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

"Strong writers do not pile up facts. They build a path the reader can follow from claim to proof to meaning."

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

"Listen for the four-part path: claim, reason, evidence, and Thinking. First listen with pencils down. Then sketch a road or staircase with four stops. Add a relationship arrow and explain one arrow to a partner."

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

"I claim _____ because the text shows _____."

"Someone might disagree by saying _____, but the evidence proves _____."

"This 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 specific and relevant.
- ☐ My transitions accurately connect ideas.
- ☐ My Thinking explains how and why the proof 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 claim answers the decision.
2. My reasons are distinct and ordered for a purpose.
3. My evidence is specific and relevant.
4. My transitions accurately connect ideas.

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 2 Teacher Lesson Plan Guide ("Coherent Argument and Thinking"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.