

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 6 · Module 3
Argumentative Writing and Persuasive Letter Writing

Argumentative Writing and Persuasive Letter Writing
Passages: “A Voice in the Community” and “A Gift That Welcomed Millions”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 6 • Module 3: Argumentative Writing and Persuasive
Letter Writing

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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 calls the other person wrong instead of answering the idea.	Restate the real idea and answer it with evidence.
The student writes that one action never matters.	Return to close elections and local change as evidence that individual actions count.
The student ignores access barriers.	Distinguish willingness from barriers using evidence from the passages.
The student repeats evidence in the ending instead of reflecting.	Explain meaning beyond the paragraph. The ending synthesizes, not repeats.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will complete a focused, structured, coherent argument. They will represent another viewpoint accurately, answer it with evidence and reasoning, reinforce the claim in an Ending, explain Significance, and transfer the reasoning into a letter whose five parts fit the audience. • I will liste.

TEKS: 5.11(B)(i).

Materials: Module 3 passage “A Voice in the Community”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“A rebuttal becomes powerful only after a writer has represented the other viewpoint fairly.”

DO

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

I Do: Model (3 minutes)

SAY

“Close your notes, name each move, and attach one exact passage detail to the move it supports.”

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 time you have to make one relationship visible: viewpoint, evidence, Thinking, or significance.”

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 declares a decision and includes because plus reasons.
- ☐ My viewpoint is fair and neutral.
- ☐ My Rebuttal answers the actual viewpoint.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Argumentative Writing and Persuasive Letter Writing” independently in writing.

TEKS: 5.11(B)(ii).

Materials: Module 3 passage “A Gift That Welcomed Millions”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Accuracy comes before disagreement.”

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 begin with fair understanding, evidence-based rebuttal, ending, and significance. Listen for the decision the prompt requires before you write.”

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

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

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 Rebuttal answers the actual viewpoint.
- ☐ My evidence is specific and matched.
- ☐ My Thinking explains how and why.
- ☐ 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 declares a decision and includes because plus reasons.
2. My viewpoint is fair and neutral.
3. My Rebuttal answers the actual viewpoint.
4. My evidence is specific and matched.

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 3 Teacher Lesson Plan Guide (“Argumentative Writing and Persuasive Letter Writing”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.