

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 6 · Module 4

Full CREATURES in Argumentative Correspondence for a Real Audience

Argumentative Writing / Extended Constructed Response

Passages: “A Voice in the Community” and “A Gift That Welcomed Millions”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 6 • Module 4: Full CREATURES in Argumentative
Correspondence for a Real Audience

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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 writes as if the audience is only the teacher.	Ask the student to name the real reader and the reader's needs.
The student adds a request that does not fit the argument.	Ask how the request grows from the evidence and claim.
The student uses demanding or disrespectful language in the letter.	Rehearse a precise, respectful alternative while preserving the decision and reason.
The student drops evidence or a rebuttal to make the letter shorter.	Return to the full CREATURES checklist and show which work the missing move was doing.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will assemble a complete CREATURES argument and deliver it as a persuasive letter to a real or simulated audience with a greeting, introduction, body, conclusion, closing, and genuine request for information..

TEKS: 5.11(B)(i).

Materials: Module 4 passage “A Voice in the Community”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“These academic words name the moves you will make when you build and revise a complete argument.”

DO

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

I Do: Model (3 minutes)

SAY

“These topic words help you discuss civic participation, opportunity, liberty, and the meaning of your evidence with precision.”

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 will write for a real or simulated reader. Our formal decision is whether schools should create stronger connections between civic learning and real community participation, and our letter will request information from a school or local leader.”

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 is a decision + because + reasons.
- ☐ My reasons are ordered so the reader can follow the argument path.
- ☐ My evidence comes from one or both assigned passages and I explain how it proves the reason.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Full CREATURES in Argumentative Correspondence for a Real Audience” independently in writing.

TEKS: 5.11(B)(ii).

Materials: Module 4 passage “A Gift That Welcomed Millions”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Watch how I turn a decision into a claim. I will say what I decide, add because, and name reasons that a reader can follow.”

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

“With your partner, choose an audience card and a sentence-statement task. Build the argument first, then place it inside the letter. Your request must ask for information and must grow from your claim.”

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

“Before you draft, tell a partner which exact detail proves your reason and why it matters to your audience. A detail is evidence; your explanation of how it proves the reason is Thinking.”

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 comes from one or both assigned passages and I explain how it proves the reason.
- ☐ I understand another viewpoint and answer it with a reasoned rebuttal.
- ☐ My greeting, introduction, body, conclusion, closing, and signature fit 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 is a decision + because + reasons.
2. My reasons are ordered so the reader can follow the argument path.
3. My evidence comes from one or both assigned passages and I explain how it proves the reason.
4. I understand another viewpoint and answer it with a reasoned rebuttal.

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 4 Teacher Lesson Plan Guide (“Full CREATURES in Argumentative Correspondence for a Real Audience”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.