

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 7 • Module 1
Notice, Question, Speak

Narrative Writing + Poetry
Passages: “One Voice Can Start a Wave” and “Try, Learn, Change”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 7 • Module 1: Notice, Question, Speak

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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 states a belief before naming a detail from a poem.	Ask, 'Which words show that?' Then ask what evidence would be useful.
The student names an experience but gives no place or time.	Return to TRAILS and ask, 'Where and when does the experience occur?'
The student copies narrative sentences without intentional line breaks.	Ask how Lines/Layout and Emotion/Experience shape the poem's meaning.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will distinguish observation from assumption, explain what happens after a thoughtful question, begin a narrative with TRAILS T and S, and begin a poem with LEAVES L and E..

TEKS: 5.11.

Materials: Module 1 passage “One Voice Can Start a Wave”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“This week, you will study two ideas that may seem different at first. One is about using your voice. The other is about using evidence.”

DO

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

I Do: Model (3 minutes)

SAY

“Before we read anything, think about this: What usually happens before someone speaks up about something?”

DO

Using “One Voice Can Start a Wave,” 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

“Usually, you first notice something. You can point to the exact words you observed, ask what happens after the question, and refuse to add a detail the poem does not give you.”

DO

Give each student a copy of the passage or prompt from “Try, Learn, Change.” Wait for the student to attempt each step before confirming. Correct one element at a time.

Sentence Frames

“The experience I am writing about is _____.”

“The important moment is _____ because _____.”

“The lasting effect on me was _____.”

You Do: Independent Try (4 minutes)

DO

The student practices the skill independently using “One Voice Can Start a Wave” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ I name an observation before I state an assumption.
- ☐ I ask a question that could be answered with useful evidence.
- ☐ My narrative has a clear Topic/Experience.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Notice, Question, Speak” independently in writing.

TEKS: 5.12.

Materials: Module 1 passage “Try, Learn, Change”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Yesterday, I showed you the thinking. Today, you attempt it. Your job is not simply to sort. You must defend every placement.”

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

“Use one exact detail from each poem. Tell how the details connect without making the poems say the same thing.”

DO

Write a model response using “Try, Learn, Change” 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

“Today, there is no partner deciding for you.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “One Voice Can Start a Wave” for evidence.

Sentence Frames

“I chose this experience because _____.”

“The moment that changed my thinking was _____.”

“The reader will understand _____ because I included _____.”

You Do: Independent Try (4 minutes)

DO

The student writes an independent response demonstrating the module skill using “Try, Learn, Change.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ My narrative has a clear Topic/Experience.
- ☐ My narrative has a developed Setting.
- ☐ My poem has intentional Lines/Layout and Emotion/Experience.
- ☐ The writing meets the module success criteria.

How to Know It Worked

After both reteach lessons, the student should be able to:

1. I name an observation before I state an assumption.
2. I ask a question that could be answered with useful evidence.
3. My narrative has a clear Topic/Experience.
4. My narrative has a developed Setting.

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 7, Module 1 Teacher Lesson Plan Guide (“Notice, Question, Speak”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.