

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 • Cluster 7 • Module 2
Voices and Responses

Narrative Writing and Poetry

Passages: “One Voice Can Start a Wave” and “Try, Learn, Change”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 7 • Module 2: Voices and Responses

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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 gives two character actions but cannot name a relationship or reason.	Use the chain: character, response, evidence or reason, possible effect.
The student adds quotation marks but the dialogue does not reveal thinking.	Ask what the line shows about the character's response.
The student cannot name an attitude or feeling behind the poem's voice.	Return to emotion, experience, and the poet's word choices.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will show how relationships, actions, thoughts, and dialogue shape a character's response and how emotion and an unmistakable voice shape a poem..

TEKS: 5.11.

Materials: Module 2 passage “One Voice Can Start a Wave”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“If you can teach the pathway clearly, you understand how its parts work together.”

DO

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

I Do: Model (3 minutes)

SAY

“You respond according to what you know, believe, observe, and experience. You reveal those differences through relationships, actions, thoughts, dialogue, emotion, and voice.”

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

“In 60 seconds, tell your partner one response from a poem we have read. Name the relationship, action, thought, dialogue, emotion, or voice detail that helps you know it.”

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 a relationship that influences a character's response.
- ☐ I include an action, a thought, and dialogue that reveal the response.
- ☐ I explain the response with exact evidence from one of the poems.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Voices and Responses” independently in writing.

TEKS: 5.12.

Materials: Module 2 passage “Try, Learn, Change”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“You will use everyday words, academic words, and passage words to explain how people respond and why a response makes sense.”

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

“You will use these everyday words so you can read about our topic and talk about it clearly.”

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

“You will use these academic thinking words in every subject. When you know them, you can understand a question and explain your answer.”

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)

- ☐ I explain the response with exact evidence from one of the poems.
- ☐ I name an emotion and connect it to an experience or image.
- ☐ I use word choice, line layout, sound, and attitude to shape voice.
- ☐ 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 a relationship that influences a character's response.
2. I include an action, a thought, and dialogue that reveal the response.
3. I explain the response with exact evidence from one of the poems.
4. I name an emotion and connect it to an experience or image.

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 2 Teacher Lesson Plan Guide (“Voices and Responses”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.