

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 7 · Module 4
Informed Voices Create Responsible Change

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 4: Informed Voices Create Responsible
Change

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

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 accepts a loud claim without checking its evidence.	Use TRACKS and ask, 'What source is this, and what evidence supports it?'
The student ignores different reactions to protest, compromise, or change.	Return to Passage 13 and ask which viewpoints agree on the goal but disagree about the way.
The student keeps an unsupported plan instead of revising it.	Ask whether the plan still fits the evidence or needs to change based on what the student learned.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will weigh source reliability, viewpoints, and consequences, then plan and create a complete TRAILS narrative and a full LEAVES poem showing that a responsible voice uses evidence, listening, and reasoning..

TEKS: 5.11.

Materials: Module 4 passage “One Voice Can Start a Wave”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“You can check a loud claim by asking what source it is, what evidence supports it, whose viewpoint may be missing, and what happened next.”

DO

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

I Do: Model (3 minutes)

SAY

“Your goal is not to make the fastest decision. Your goal is to make the most defensible decision. Revision earns respect when it is supported by evidence.”

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

“Which detail supports your thinking? Whose viewpoint appears? Who gains, who loses, or who is constrained? What happened next?”

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 identify a source, viewpoint, consequence, and exact evidence from each poem.
- ☐ I ask, "For whom? At what cost? What happened next?" before I accept a conclusion.
- ☐ I use all six TRAILS elements in my narrative.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: plan and create a complete TRAILS narrative and a full LEAVES poem showing that a responsible voice uses evidence, listening, and reasoning..

TEKS: 5.12.

Materials: Module 4 passage “Try, Learn, Change”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Your narrative needs an evidence-earned Important Moment. Your poem needs a meaningful turn in lines, sound, image, or voice. Show the detail that earns the change.”

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

“Step forward if your Important Moment is earned by evidence, your Lasting Effect shows what changed, and your poem uses sound or layout to make that change matter.”

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

“Turn to someone near you and teach one TRAILS element and one LEAVES element. Explain the evidence, viewpoint, and consequence that make your choices responsible.”

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 use all six TRAILS elements in my narrative.
- ☐ I use all six LEAVES elements in my poem.
- ☐ I make the Important Moment and Lasting Effect visible through action, thought, dialogue, or image.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I identify a source, viewpoint, consequence, and exact evidence from each poem.
2. I ask, "For whom? At what cost? What happened next?" before I accept a conclusion.
3. I use all six TRAILS elements in my narrative.
4. I use all six LEAVES elements in my poem.

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 4 Teacher Lesson Plan Guide ("Informed Voices Create Responsible Change"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.