

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 8 · Module 1
Challenge and Question

Informational Research Writing

Passages: “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 8 • Module 1: Challenge and Question

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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 says 'I liked this fact, so I used it' as a reason for evidence.	Ask, 'How does it help prove the reason?' Keep the detail only if it has a clear evidence job.
The student treats an assumption as an observation.	Ask the student to name what can be checked in a source and what is only an assumption.
The student says 'The quote proves my idea' without explaining.	Prompt: 'Explain what the quoted words mean and why they matter.'
The student assumes any change is automatically an improvement.	Ask who benefited, who was harmed, and what happened next.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will notice a challenge, turn it into a research question, identify a precise source detail that supports their thinking, and explain what the evidence proves..

TEKS: 5.11(A).

Materials: Module 1 passage “From Protest to Participation: How a Nation Changes”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice.”

DO

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

I Do: Model (3 minutes)

SAY

“A strong researcher can name what is known and what still needs a question.”

DO

Using “From Protest to Participation: How a Nation Changes,” 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

“This week we are studying one part of the change process: notice a challenge and turn it into a research question.”

DO

Give each student a copy of the passage or prompt from “How Change Happens: Observe, Adapt, Test, and Improve.” Wait for the student to attempt each step before confirming. Correct one element at a time.

Sentence Frames

"My research question is ____."

"The evidence I found shows ____."

"This source is reliable because ____."

You Do: Independent Try (4 minutes)

DO

The student practices the skill independently using "From Protest to Participation: How a Nation Changes" materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ I notice a challenge and turn it into a research question.
- ☐ I record a precise source detail and its paragraph number.
- ☐ I distinguish an observation from an assumption.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from "Challenge and Question" independently in writing.

TEKS: 5.11(B)(i).

Materials: Module 1 passage "How Change Happens: Observe, Adapt, Test, and Improve"; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

"A feeling may begin a question, but evidence must guide the next decision."

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

"Researchers do not wander through sources hoping to find an answer. They make a plan first. Today, with my help, you will build the research plan you will follow for the next four weeks."

DO

Write a model response using "How Change Happens: Observe, Adapt, Test, and Improve" 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

"Our research question is: What makes change happen? A plan tells us what we need to find, where we will look, and when each part will be finished."

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use "From Protest to Participation: How a Nation Changes" for evidence.

Sentence Frames

“The answer to my question is _____ because _____.”

“Multiple sources agree that _____.”

“My conclusion matters because _____.”

You Do: Independent Try (4 minutes)

DO

The student writes an independent response demonstrating the module skill using “How Change Happens: Observe, Adapt, Test, and Improve.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ I distinguish an observation from an assumption.
- ☐ I explain what the evidence proves rather than only repeating it.
- ☐ I compare how the two sources contribute to the same claim.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I notice a challenge and turn it into a research question.
2. I record a precise source detail and its paragraph number.
3. I distinguish an observation from an assumption.
4. I explain what the evidence proves rather than only repeating it.

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