

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 8 · Module 3
Action, Consequence, and Revision

Informational research writing, evidence, consequence, and
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 3: Action, Consequence, and Revision

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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 uses an interesting detail as evidence without a reason.	Ask how the detail helps prove the reason.
The student treats an assumption as an observation.	Ask what can be checked in a source and what is only an assumption.
The student copies a quotation and says 'The quote proves my idea.'	Prompt the student to explain why the words matter for the argument.
The student assumes something changed so it was better.	Ask who benefited, who was harmed, and what happened next.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Objective: Students will check consequences, ask who was affected, compare viewpoints, and decide whether a plan needs revision. Students will use the two research passages as evidence banks and build a source-based explanation. I Will Statements I Can Statements • I will use the Research HABIT to.

TEKS: 5.11(A).

Materials: Module 3 passage “From Protest to Participation: How a Nation Changes”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together.”

DO

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

I Do: Model (3 minutes)

SAY

“This module asks students to use information as evidence for an answer, not as a list of disconnected facts.”

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

“Say the target in your own words. Then show me the evidence that proves you reached it.”

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 name the challenge, question, choice, action, and consequence I am studying.
- ☐ I select a precise detail from one of the two passages.
- ☐ I credit the source by title and paragraph number.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from "Action, Consequence, and Revision" independently in writing.

TEKS: 5.11(B)(i).

Materials: Module 3 passage "How Change Happens: Observe, Adapt, Test, and Improve"; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

"Before we begin, preview the everyday words that will help you explain what happened after a choice."

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

"Now preview the academic words that help you build a precise research explanation. Use each word to connect evidence to a decision."

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

"These passage and research words belong to the work you are doing as a Grade 5 researcher. Say them, use them, and show the exact source detail that fits."

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 credit the source by title and paragraph number.
- ☐ I explain what the detail proves about improvement, fairness, or revision.
- ☐ I ask who benefited, who was harmed, and whose voice was missing.
- ☐ 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 the challenge, question, choice, action, and consequence I am studying.
2. I select a precise detail from one of the two passages.
3. I credit the source by title and paragraph number.
4. I explain what the detail proves about improvement, fairness, or revision.

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 3 Teacher Lesson Plan Guide (“Action, Consequence, and Revision”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.