

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 8 · Module 4
Synthesis and Publication

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 4: Synthesis and Publication

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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 selects a detail because it is interesting, not because it supports the reason.	Ask, 'How does it help prove the reason?' and remove details without a clear evidence job.
The student presents an assumption as an observation.	Ask the student to name what the source actually says versus what the student believes.
The student writes 'The quote proves my idea' without interpretation.	Prompt: 'Explain what the quoted words mean and why they matter for the thesis (central idea).'
The student treats any change as an improvement without examining consequences.	Ask who benefited, who was harmed, and what happened after the change.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will synthesize a month of research into a clear published explanation by selecting strong evidence, organizing it around a thesis (central idea), explaining how sources work together, revising for coherence, editing for publication, and presenting..

TEKS: 5.11(A).

Materials: Module 4 passage “From Protest to Participation: How a Nation Changes”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“These academic writing words help you explain how a source detail supports a thesis (central idea) and how revision prepares a paper for readers.”

DO

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

I Do: Model (3 minutes)

SAY

“These passage and framework words help you talk about evidence, source credit, revision, and publication with precision.”

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

“How Change Happens: Observe, Adapt, Test, and Improve names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears.”

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

“The thesis (central idea) answers the prompt by stating _____. ”

“I used the TOPIC, CHARGE, and ANSWER to build _____. ”

“My thesis (central idea) is strong 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 select relevant details from both research passages and record paragraph numbers.
- ☐ I organize reasons or ways around a thesis (central idea).
- ☐ I explain what each selected detail proves.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Synthesis and Publication” independently in writing.

TEKS: 5.11(B)(i).

Materials: Module 4 passage “How Change Happens: Observe, Adapt, Test, and Improve”; student work from Reteach Lesson 1; module writing materials.

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 writing model or exemplar. Point to the connection between the skill and the finished product.

I Do: Model (3 minutes)

SAY

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

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

“This week we are studying one part of the change process: synthesize a month of research into a clear published explanation.”

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 prompt asks me to _____, so my thesis (central idea) is _____.”

“According to the text, _____ (evidence).”

“This shows _____ because _____ (explanation).”

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 explain what each selected detail proves.
- ☐ I compare how the two sources contribute to the same answer.
- ☐ I add, delete, or combine ideas for coherence and clarity.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I select relevant details from both research passages and record paragraph numbers.
2. I organize reasons or ways around a thesis (central idea).
3. I explain what each selected detail proves.
4. I compare how the two sources contribute to the same answer.

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