

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · PREPARE · Module 1
The Writing Job Comes Before the Format

Writing readiness and response-genre selection
Passages: “The Great Chocolate Chip Cookie Mystery” and “The Fifth-Grade Cookie Commission”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • PREPARE • Module 1: The Writing Job Comes Before the
Format

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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 chooses a genre that matches the passage genre instead of the writing job.	Present different writing jobs from the same passage until the student separates reading genre from response genre.
The student names a genre without giving a reason tied to topic, purpose, and audience.	Require the words purpose and audience in oral reasoning before the genre choice counts.
The student writes a list of events instead of developing an experience.	Use TRAILS to develop an experience with an important moment and lasting effect.
The student fixes only spelling and calls the draft revised.	Revise sentence structure first for meaning; edit conventions last.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will select and justify a response genre using the topic, purpose, and audience, then plan and draft a personal narrative using TRAILS..

TEKS: 5.11(A)(i).

Materials: Module 1 passage “The Great Chocolate Chip Cookie Mystery”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“Today you are learning what strong writers do before the first draft. A source passage does not choose your response genre; your writing job does.”

DO

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

I Do: Model (3 minutes)

SAY

“An attempt is allowed to change. State your first decision, listen to the group, and revise when a stronger purpose or audience reason appears. A genre name without a topic, purpose, and audience reason does not earn the point.”

DO

Using “The Great Chocolate Chip Cookie Mystery,” 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

“During Discuss, put two ideas beside each other and test them. Use the full frame, listen for whether your partner named purpose and audience, and ask for the missing reason when the explanation stops at the source genre.”

DO

Give each student a copy of the passage or prompt from “The Fifth-Grade Cookie Commission.” Wait for the student to attempt each step before confirming. Correct one element at a time.

Sentence Frames

“The topic of this writing job is _____. ”

“The purpose is to _____ for _____ (audience). ”

“I chose _____ as my response genre because _____. ”

You Do: Independent Try (4 minutes)

DO

The student practices the skill independently using “The Great Chocolate Chip Cookie Mystery” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ I can name the topic, purpose, and audience for a writing job.
- ☐ I can choose the response genre that fits the job and explain why.
- ☐ I can tell the difference between the source's reading genre and my response genre.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: plan and draft a personal narrative using TRAILS..

TEKS: 5.11(A)(i).

Materials: Module 1 passage “The Fifth-Grade Cookie Commission”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Now you will Use the process independently. Read the complete prompt, fill in every PREPARE field, justify personal narrative for classmates, and choose a planning strategy before you begin TRAILS.”

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

“Award is not a compliment you give yourself; it is a claim you prove. Choose one category, place your finger on the evidence in your plan or draft, and explain how that choice helped your reader.”

DO

Write a model response using “The Fifth-Grade Cookie Commission” 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

“Target one decision you can practice the next time you write. Replace broad goals such as write better with an observable action, a reason, and evidence that will show improvement.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “The Great Chocolate Chip Cookie Mystery” for evidence.

Sentence Frames

“My writing job requires me to _____ for _____.”

“The planning strategy I selected is _____ because _____.”

“This genre fits the job because _____.”

You Do: Independent Try (4 minutes)

DO

The student writes an independent response demonstrating the module skill using “The Fifth-Grade Cookie Commission.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ I can tell the difference between the source's reading genre and my response genre.
- ☐ I can plan a personal narrative with TRAILS and draft it for classmates.
- ☐ I can revise one sentence for structure and edit for conventions.
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. I can name the topic, purpose, and audience for a writing job.
2. I can choose the response genre that fits the job and explain why.
3. I can tell the difference between the source's reading genre and my response genre.
4. I can plan a personal narrative with TRAILS and draft it for classmates.

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, PREPARE, Module 1 Teacher Lesson Plan Guide (“The Writing Job Comes Before the Format”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.