

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · PREPARE · Module 2
Purpose and Audience Change the Response

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

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • PREPARE • Module 2: Purpose and Audience Change the
Response

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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 changes only the greeting when writing for a new audience.	Compare a friend opening and a principal opening from the same cookie content.
The student names a genre with no topic, purpose, audience, or reason.	Use the justification frame before awarding the point.
The student writes a narrative as a list of events with no important moment.	Return to Important Moment and Lesson or Lasting Effect in TRAILS.
The student picks the most popular survey answer without weighing other factors.	Reread how the Cookie Commission weighs more than the largest percentage.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will select and justify a response genre using topic, purpose, and audience, then plan and draft an audience-aware personal narrative with TRAILS, revise sentence structure, and edit required conventions..

TEKS: 5.11(A)(i).

Materials: Module 2 passage “The Great Chocolate Chip Cookie Mystery”; module materials from the Teacher Lesson Plan Guide.

Prompt: Write a personal narrative for classmates about a time new

Warm Up (2 minutes)

SAY

“Topic is checking a claim. Purpose is explain. Audience is a younger student. Genre is informative. I will map the main idea, the source check, the evidence, and the conclusion.”

DO

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

I Do: Model (3 minutes)

SAY

“Complete the sentence with a reason, not a genre label. If your answer only says the passage is fiction, return to the purpose and audience and try again.”

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

“Begin each card by naming the job: what is the topic, what must the writer accomplish, and who needs the response? Place the card only after the group can finish the sentence: This route is strongest because.”

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

Quick Check (2 minutes)

- ☐ My PREPARE header names topic, purpose, audience, genre, and strategy.
- ☐ My one-sentence justification explains why the route and details fit the reader.
- ☐ My TRAILS plan develops an important moment, dialogue, reflection, and a lasting effect.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: plan and draft an audience-aware personal narrative with TRAILS, revise sentence structure, and edit required conventions..

TEKS: 5.12(A)(i).

Materials: Module 2 passage “The Fifth-Grade Cookie Commission”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

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

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

“The same evidence can produce very different writing because purpose and audience change what the reader needs.”

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

“The Great Chocolate Chip Cookie Mystery”

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

"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 "The Fifth-Grade Cookie Commission." No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ My TRAILS plan develops an important moment, dialogue, reflection, and a lasting effect.
- ☐ My revision improves sentence structure, and my editing checks agreement, collective nouns, and
- ☐ The writing meets the module success criteria.

How to Know It Worked

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

1. My PREPARE header names topic, purpose, audience, genre, and strategy.
2. My one-sentence justification explains why the route and details fit the reader.
3. My TRAILS plan develops an important moment, dialogue, reflection, and a lasting effect.
4. My revision improves sentence structure, and my editing checks agreement, collective nouns, and

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 2 Teacher Lesson Plan Guide ("Purpose and Audience Change the Response"). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.