

THE WRITING ACADEMY, LLC

## Small Group Reteach Plan

Grade 5 · PREPARE · Module 3  
Choose the Route and the Planning Strategy

response-genre selection and purposeful planning

Passages: “The Great Chocolate Chip Cookie Mystery” and “The Fifth-Grade Cookie Commission”

STUDENT SUPPORTS

**Small Group Reteach Plan**  
**Grade 5 • PREPARE • Module 3: Choose the Route and the Planning Strategy**

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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 route before naming the writing job.             | Restart at Topic to Purpose to Audience before selecting a genre.        |
| The student names a genre with no topic, purpose, or audience reason.  | Use the justification frame before the point counts.                     |
| The student uses the same planning tool for every task.                | Compare what brainstorming, freewriting, and mapping each organize well. |
| The student writes a narrative with no important moment or reflection. | Return to the experience and build from TRAILS.                          |

## Reteach Lesson 1: Foundational Skill (15 Minutes)

**Skill Focus:** Students will select and justify a response genre by using topic, purpose, and audience; choose brainstorming, freewriting, or mapping to organize the needed thinking; plan and draft a personal narrative; revise sentence structure; and edit Grade 5 conventions. I Can Statements.

**TEKS:** 5.11(A)(i).

**Materials:** Module 3 passage “The Great Chocolate Chip Cookie Mystery”; module materials from the Teacher Lesson Plan Guide.

### Warm Up (2 minutes)

#### SAY

“The Fifth-Grade Cookie Commission.”

#### DO

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

### I Do: Model (3 minutes)

#### SAY

“In 60 seconds, tell your partner what the class learned before deciding what happened to the cookies. Name one source, one piece of evidence, and one decision that changed after checking information.”

#### 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

“We will use everyday words, academic writing words, and passage-specific words to explain how a writer chooses a genre and a planning strategy.”

#### 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 skill I am practicing is \_\_\_\_\_ because \_\_\_\_\_.”*

*“I know this is correct because \_\_\_\_\_.”*

*“The evidence shows \_\_\_\_\_.”*

## 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 planning strategy.
- ☐ My one-sentence justification explains why the route and plan fit the job.
- ☐ My 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:** apply the skill from “Choose the Route and the Planning Strategy” independently in writing.

**TEKS:** 5.12(A)(i).

**Materials:** Module 3 passage “The Fifth-Grade Cookie Commission”; student work from Reteach Lesson 1; module writing materials.

## Warm Up (2 minutes)

### SAY

“Established readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop.”

### 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

“Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. Then choose the planning strategy that organizes the thinking the genre requires.”

### 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

“First name the writing job. Do not jump to a genre. Ask what you need to accomplish and who needs to understand the response.”

### 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 response shows \_\_\_\_\_ because \_\_\_\_\_.”*

*“According to the text, \_\_\_\_\_, which means \_\_\_\_\_.”*

*“This connects to the prompt 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)

- ☐ My plan develops an important moment, dialogue, reflection, and a lasting effect.
- ☐ My revision improves sentence structure, and my editing checks complete simple sentences with
- ☐ 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 planning strategy.
2. My one-sentence justification explains why the route and plan fit the job.
3. My plan develops an important moment, dialogue, reflection, and a lasting effect.
4. My revision improves sentence structure, and my editing checks complete simple sentences with

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 3 Teacher Lesson Plan Guide (“Choose the Route and the Planning Strategy”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.