

THE WRITING ACADEMY, LLC

## Small Group Reteach Plan

Grade 5 · PREPARE · Module 4  
Independent Genre Decision and Transfer

Independent writing decision and transfer  
Passages: “The Great Chocolate Chip Cookie Mystery” and “The Fifth-Grade Cookie Commission”

STUDENT SUPPORTS

**Small Group Reteach Plan**  
**Grade 5 • PREPARE • Module 4: Independent Genre Decision and**  
**Transfer**

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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 assumes the response genre must match the source genre.                 | Give the informative Cookie Commission card and rebuild the Genre Compass aloud. |
| The student names a genre without a topic, purpose, or audience reason.             | Use the justification frame before the point counts.                             |
| The student writes a narrative as a list of events with no lasting effect.          | Return to I and L in TRAILS.                                                     |
| The student picks the largest survey percentage without weighing other information. | Compare what the Cookie Commission considers beyond the biggest number.          |

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

**Skill Focus:** I Will Statements I Can Statements • I will read, speak, plan, write, revise, edit, and explain my decisions. • I will defend each genre choice with topic, purpose, and audience evidence. • I will draft, revise, and edit independently rather than waiting for a formula. • I will teach my complete d.

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

**Materials:** Module 4 passage “The Great Chocolate Chip Cookie Mystery”; module materials from the Teacher Lesson Plan Guide.

### Warm Up (2 minutes)

#### SAY

“A source passage does not choose your response genre. Your writing job does. First make the genre decision; then develop the response with the right tool.”

#### DO

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

### I Do: Model (3 minutes)

#### SAY

“As you tap the TRACKS, mark only exact words from the passage. Then explain how one marked detail could serve more than one writing purpose.”

#### 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

“Today we are learning what strong writers do before the first draft begins.”

#### 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)

- ☐ My PREPARE header names topic, purpose, audience, genre, and planning strategy.
- ☐ My justification explains why both the route and strategy fit the assigned job.
- ☐ My TRAILS plan develops the important moment and 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 "Independent Genre Decision and Transfer" independently in writing.

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

**Materials:** Module 4 passage "The Fifth-Grade Cookie Commission"; student work from Reteach Lesson 1; module writing materials.

### Warm Up (2 minutes)

#### SAY

"A source passage does not choose your response genre for you. Your writing job does."

#### 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

"An attempt is allowed to change. State your first decision, listen to the group, and revise the decision when a stronger reason appears."

#### 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

"A genre name without a topic, purpose, and audience reason does not earn the point."

#### 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)

- ☐ My TRAILS plan develops the important moment and lasting effect.
- ☐ My revision improves sentence structure, my editing checks required conventions, and my transfer
- ☐ 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 justification explains why both the route and strategy fit the assigned job.
3. My TRAILS plan develops the important moment and lasting effect.
4. My revision improves sentence structure, my editing checks required conventions, and my transfer

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