

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 1 · Module 1
Shaping the Prompt

Single Constructed Response (SCR) with the SCR Ladder
Passages: “The Pilgrims Chose Plymouth” and “Life Along the Nile River”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 1 • Module 1: Shaping the Prompt

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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 circles every noun instead of the topic noun.	Ask which noun the question is about; practice twice with a single-noun prompt, then return to full prompts.
The student guesses WHY or HOW without reading the clue word.	Contrast a because answer with a sequence of steps; identify which gives a reason.
The student boxes a verb unrelated to the topic.	Ask which verb tells the action connected to the circled noun and re-mark together.

Reteach Lesson 1: Shaping the Prompt Core Skill (15 Minutes)

Skill Focus: students decode a short constructed response prompt by identifying the noun, verb, and clue word, then determine whether it asks WHAT, WHY, or HOW.

TEKS: 3.11A(i) planning

Materials: Module 1 passages "The Pilgrims Chose Plymouth", "Life Along the Nile River"; Connect the Prompt to the SCR Ladder materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Would you rather eat an apple or broccoli? Would you rather answer a why or a how question? Today you will become a question detective. Study the question to understand exactly what your brain needs to do."

DO

Display the module's anchor chart or key visual for Shaping the Prompt. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Look at the question: Why did the Pilgrims choose Plymouth as their settlement? Draw a red circle around Pilgrims, a yellow box around choose, and a green triangle around Why. You now know to explain a reason."

DO

Model the skill using the question from the module and the passage "The Pilgrims Chose Plymouth." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Turn to your partner and mark the question using the three shapes. What noun did you circle? What verb did you box? What clue word did you triangle?"

DO

Guide students through a second example using "Life Along the Nile River." Wait for the student to attempt each step before confirming or redirecting. Correct one element at a time.

Sentence Frames

"The noun of importance is _____ because the question is about _____."

"The clue word is _____, so this is a _____ question."

"I know this is a WHY/HOW question because _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Connect the Prompt to the SCR Ladder set or the module materials. The student completes the Shaping the Prompt skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ All three marks appear on the prompt.
- ☐ Each mark is on the correct word.
- ☐ The student names WHAT, WHY, or HOW accurately.
- ☐ The student gives the clue word as the reason for the classification.

Reteach Lesson 2: Applying Shaping the Prompt to Writing (15 Minutes)

Skill Focus: Transfer Shaping the Prompt skills into an independent written response.

TEKS: 3.12B(i) a clear central idea

Materials: Module 1 passages "The Pilgrims Chose Plymouth", "Life Along the Nile River"; Connect the Prompt to the SCR Ladder materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"How tells you to explain a process or way something happens. What details from the passage might help you answer this question?"

DO

Briefly review the key anchor from Reteach Lesson 1. Connect it to the writing task students will complete in this lesson.

I Do: Model (3 minutes)

SAY

"You are becoming a strategic reader. Raise your hand if you identified the noun, found the verb, and determined WHAT, WHY, or HOW. Show one thing you did well."

DO

Model writing a response using "The Pilgrims Chose Plymouth." Show how the Shaping the Prompt skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Turn to someone near you and teach what you learned about reading a prompt with the three shapes. Use your notebook to demonstrate. Teaching in your own words strengthens your learning."

DO

Guide the student through composing a written response using "Life Along the Nile River." Have the student say their thesis (central idea) and evidence aloud before writing. Redirect if the response does not address the prompt.

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 using "Life Along the Nile River." The response should demonstrate the Shaping the Prompt skill taught in this module. Use the passage for support.

Quick Check (2 minutes)

- ☐ The student's response addresses the prompt accurately.
- ☐ The thesis (central idea) answers the question in a complete sentence.
- ☐ The evidence comes from the passage, not from the student's opinion.
- ☐ The explanation connects the evidence back to the prompt.

How to Know It Worked

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

1. All three marks appear on the prompt.
2. Each mark is on the correct word.
3. The student names WHAT, WHY, or HOW accurately.
4. The student gives the clue word as the reason for the classification.
5. The student restates the prompt without changing its demand.

If the student still struggles with the core skill, return to Reteach Lesson 1 with a fresh example from the module passage. If the student demonstrates the skill but cannot transfer it to writing, return to Reteach Lesson 2 and focus on the oral rehearsal step before writing.

Module Source Reference

All content in this reteach plan draws from the Grade 3, Cluster 1, Module 1 Teacher Lesson Plan Guide ("Shaping the Prompt"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.