

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 • Cluster 1 • Module 2
Writing a Thesis (central idea)

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 2: Writing a Thesis (central idea)

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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 copies the question without using passage information.	Ask what the reading supplies to answer the prompt.
The student gives reasons where facts or details are requested.	Compare WHAT and WHY frames, then rebuild the thesis (central idea).
The student uses first, next, and last for a relational HOW prompt.	Use through, with, by, or across to express the connection instead of steps.

Reteach Lesson 1: Writing a Thesis (central idea) Core Skill (15 Minutes)

Skill Focus: Students will write a thesis (central idea) that directly answers a short constructed response prompt by identifying the TOPIC, CHARGE, and ANSWER and matching the thesis (central idea) structure to WHAT, WHY, or Relational HOW.

TEKS: 3.11A(i) planning

Materials: Module 2 passages "The Pilgrims Chose Plymouth", "Life Along the Nile River"; Return to the Overarching Question materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Today you are entering the Thesis (central idea) Lab. You have three mystery doors: WHAT, WHY, and RELATIONAL HOW. Listen to each prompt and decide which door it belongs behind. Study the kind of question before you answer."

DO

Display the module's anchor chart or key visual for Writing a Thesis (central idea). Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"What three pieces do you use to build a thesis (central idea)? Which two do you find in the prompt, and which one do you supply from your reading?"

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

"For Relational HOW, you show how ideas, people, or things are connected. You need a connection or relationship. Which preposition could you use: by, through, with, or across?"

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 prompt asks me to _____, so my thesis (central idea) is _____."

"My thesis (central idea) answers the question by saying _____."

"I chose this thesis (central idea) because _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Return to the Overarching Question set or the module materials. The student completes the Writing a Thesis (central idea) skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The thesis (central idea) directly answers the prompt.
- ☐ The TOPIC and CHARGE match the prompt.
- ☐ The ANSWER comes from the passages.
- ☐ A WHAT thesis (central idea) uses a simple sentence with facts or details.

Reteach Lesson 2: Applying Writing a Thesis (central idea) to Writing (15 Minutes)

Skill Focus: Transfer Writing a Thesis (central idea) skills into an independent written response.

TEKS: 3.12B(i) clear central idea

Materials: Module 2 passages "The Pilgrims Chose Plymouth", "Life Along the Nile River"; Return to the Overarching Question materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You studied the prompt, built your answer on purpose, and matched your sentence type to the job of the question. You can celebrate that strong writing habit."

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

"Now you are going to become the teacher. Turn to someone near you and explain how you write a thesis (central idea). Teach the Three Pieces to a Thesis (central idea) and show how you change your sentence for WHAT, WHY, and Relational HOW. Use an example from your passages."

DO

Model writing a response using "The Pilgrims Chose Plymouth." Show how the Writing a Thesis (central idea) skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Now it is your turn to write with my support. Tell me your thesis (central idea) before you write it. Then find your evidence in the passage."

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 Writing a Thesis (central idea) 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. The thesis (central idea) directly answers the prompt.
2. The TOPIC and CHARGE match the prompt.
3. The ANSWER comes from the passages.
4. A WHAT thesis (central idea) uses a simple sentence with facts or details.
5. A WHY thesis (central idea) uses a complex sentence with because and reasons.

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 2 Teacher Lesson Plan Guide ("Writing a Thesis (central idea)"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.