

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 • Cluster 1 • Module 3
Understanding and Selecting Strong Evidence

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 3: Understanding and Selecting Strong
Evidence

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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 uses an opinion instead of passage proof.	Sort opinion and text-proof cards, then locate an exact quote from the passage.
The student labels a background detail as strong evidence for an unrelated thesis (central idea).	Ask which exact thesis (central idea) words the quote proves.
The student omits a comma or encloses only part of the exact words in quotation marks.	Rehearse signal marker, comma, quotation marks, and exact words in order.

Reteach Lesson 1: Understanding and Selecting Strong Evidence Core Skill (15 Minutes)

Skill Focus: students will select strong passage evidence for a thesis (central idea) using CSI and write quoted evidence with a signal marker, comma, and quotation marks.

TEKS: 3.11A (planning), 3.12B (informational writing), 3.7C (text evidence)

Materials: Module 3 passages "The Pilgrims Chose Plymouth", "Life Along the Nile River"; Modeled CSI Check (Teacher Think-Aloud) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You are becoming an Evidence Detective. If you hear real passage proof, freeze and make quote fingers. If you hear an opinion, cross your arms. Listen carefully."

DO

Display the module's anchor chart or key visual for Understanding and Selecting Strong Evidence. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"You can check this quote with CSI. Does it connect to your prompt? Does it support your thesis (central idea)? Does it help you infer why Plymouth was useful? The crop detail supports land for growing food."

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

"What makes your evidence strong? How does it connect to your prompt and support your thesis (central idea)?"

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

"According to the text, _____ (evidence)."

"This detail is strong evidence because _____."

"I chose this evidence because it supports my thesis (central idea) by showing _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Modeled CSI Check (Teacher Think-Aloud) set or the module materials. The student completes the Understanding and Selecting Strong Evidence skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ Evidence comes from the passage, not an opinion.
- ☐ Evidence connects to the prompt and supports the thesis (central idea).
- ☐ Evidence helps the reader infer an additional idea.
- ☐ A signal marker introduces the quoted evidence.

Reteach Lesson 2: Applying Understanding and Selecting Strong Evidence to Writing (15 Minutes)

Skill Focus: Transfer Understanding and Selecting Strong Evidence skills into an independent written response.

TEKS: 3.11A (planning), 3.12B (informational writing), 3.7C (text evidence)

Materials: Module 3 passages "The Pilgrims Chose Plymouth", "Life Along the Nile River"; Modeled CSI Check (Teacher Think-Aloud) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Can you explain why the same quotation may be strong for one thesis (central idea) and weak for another? Which exact words in your thesis (central idea) does it prove?"

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 began proving your thinking with real passage evidence. Point to one strong choice you made and explain why it works."

DO

Model writing a response using "The Pilgrims Chose Plymouth." Show how the Understanding and Selecting Strong Evidence 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 choosing strong evidence. Explain what evidence is, what it is not, how you use CSI, and how you introduce a quote."

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 Understanding and Selecting Strong Evidence 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. Evidence comes from the passage, not an opinion.
2. Evidence connects to the prompt and supports the thesis (central idea).
3. Evidence helps the reader infer an additional idea.
4. A signal marker introduces the quoted evidence.
5. A comma follows the signal marker.

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 3 Teacher Lesson Plan Guide ("Understanding and Selecting Strong Evidence"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.