

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 • Cluster 1 • Module 4
Explaining Evidence / Build the Full SCR Ladder

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 4: Explaining Evidence / Build the Full
SCR Ladder

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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 repeats the quote or adds another quote instead of explaining.	Provide the frame 'This means' and ask for the meaning in the student's own words.
An unrelated thought follows the quote instead of an explanation.	Return to what the evidence helps the reader understand about the thesis (central idea).
The student changes topics after the explanation sentence.	Have the student draw an arrow from this sentence back to the preceding evidence.

Reteach Lesson 1: Explaining Evidence / Build the Full SCR Ladder Core Skill (15 Minutes)

Skill Focus: Students will write an explanation sentence after evidence that tells what the evidence means, why it matters, or what the reader can understand from it, and will connect the explanation to the thesis (central idea).

TEKS: 3.11A(i) planning

Materials: Module 4 passages "The Pilgrims Chose Plymouth", "Life Along the Nile River"; Connect the Evidence to the Full SCR Ladder materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Today we are going to practice what we learned in Explaining Evidence / Build the Full SCR Ladder. Let us look closely at the skill and make sure we understand it step by step."

DO

Display the module's anchor chart or key visual for Explaining Evidence / Build the Full SCR Ladder. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Look at this question: What is an explanation's job? Watch how I work through it step by step so you can see exactly what your thinking should look like."

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

"Now let us try this together with a new question: How does it differ from evidence? I will guide you, but you are going to do the thinking."

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 Connect the Evidence to the Full SCR Ladder set or the module materials. The student completes the Explaining Evidence / Build the Full SCR Ladder skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The explanation follows the evidence sentence.
- ☐ The explanation uses the writer's own words.
- ☐ The explanation uses a Definition or Story/Anecdote signal marker.
- ☐ The explanation tells what the evidence means or why it matters.

Reteach Lesson 2: Applying Explaining Evidence / Build the Full SCR Ladder to Writing (15 Minutes)

Skill Focus: Transfer Explaining Evidence / Build the Full SCR Ladder skills into an independent written response.

TEKS: 3.12B(i) clear central idea

Materials: Module 4 passages "The Pilgrims Chose Plymouth", "Life Along the Nile River"; Connect the Evidence to the Full SCR Ladder materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Yesterday we reviewed the core skill from Explaining Evidence / Build the Full SCR Ladder. Today we connect that skill to your writing. Remember, the goal is to show what you know on paper."

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

"Watch how I take the skill from Explaining Evidence / Build the Full SCR Ladder and use it in a written response. I am going to think aloud so you can follow my steps."

DO

Model writing a response using "The Pilgrims Chose Plymouth." Show how the Explaining Evidence / Build the Full SCR Ladder 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 Explaining Evidence / Build the Full SCR Ladder 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 explanation follows the evidence sentence.
2. The explanation uses the writer's own words.
3. The explanation uses a Definition or Story/Anecdote signal marker.
4. The explanation tells what the evidence means or why it matters.
5. The word this points to the preceding evidence.

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 4 Teacher Lesson Plan Guide ("Explaining Evidence / Build the Full SCR Ladder"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.