

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 2 · Module 1
TREES and Shaping the Prompt

Extended Constructed Response (ECR) with TREE and CSI
Passages: “Laura Ingalls Wilder” and “Carmen Lomas Garza”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 2 • Module 1: TREES and 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 several unrelated nouns.	Ask which noun phrase the rest of the sentence is about. Use two simple prompts before returning to full prompts.
The student waits for a question mark or adds one to an ECR statement.	Compare a direct question with an ECR statement and identify their punctuation.
The student guesses the type without reading the clue word.	Contrast an answer with because and one with through; have the student identify the reason.

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

Skill Focus: Students analyze an ECR prompt by identifying its topic, charge, and clue word, then determine whether it requires WHY thinking or HOW thinking.

TEKS: 3.11B(i) (purposeful structure)

Materials: Module 1 passages "Laura Ingalls Wilder", "Carmen Lomas Garza"; Independent Prompt Shaping Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Would you rather have a seed or a bag of sunlight? Show one finger for a seed and two for sunlight. Sunlight cannot grow a plant by itself. Today you will grow ideas by first preparing the ground."

DO

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

I Do: Model (3 minutes)

SAY

"Watch how you can find the prompt's job. You circle Laura Ingalls Wilder's stories because that is the topic. You box help because that is what the stories do. You triangle why because it tells you to give a reason."

DO

Model the skill using the question from the module and the passage "Laura Ingalls Wilder." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Explain how you know a sentence is evidence or explanation. What does your thesis (central idea) do? Use the sentence's job to support your choice."

DO

Guide students through a second example using "Carmen Lomas Garza." 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 Independent Prompt Shaping Check set or the module materials. The student completes the TREES and Shaping the Prompt skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The red circle marks the correct topic.
- ☐ The yellow box marks the correct charge.
- ☐ The green triangle marks the clue word.
- ☐ The student correctly names WHY or HOW.

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

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

TEKS: 3.12B (informational composition), with lesson

Materials: Module 1 passages "Laura Ingalls Wilder", "Carmen Lomas Garza"; Independent Prompt Shaping Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Compare the first two prompts. Which answer would need a word like because? How does your clue word tell you?"

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

"Look at what your brain can do now. You can find important parts of a prompt before you write. Point to one mark that shows your strongest work. You are growing strong writing roots!"

DO

Model writing a response using "Laura Ingalls Wilder." Show how the TREES and Shaping the Prompt skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Teach your partner how you find the noun of importance, the verb of importance, and the clue word. Explain how you know whether your answer needs a reason or a way."

DO

Guide the student through composing a written response using "Carmen Lomas Garza." 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 "Carmen Lomas Garza." The response should demonstrate the TREES and 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. The red circle marks the correct topic.
2. The yellow box marks the correct charge.
3. The green triangle marks the clue word.
4. The student correctly names WHY or HOW.
5. The student cites the clue word as the reason for the classification.

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 2, Module 1 Teacher Lesson Plan Guide ("TREES and Shaping the Prompt"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.