

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 2 · Module 2
Writing the Thesis (central idea) (The Trunk of the Tree)

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 2: Writing the Thesis (central idea) (The Trunk of the Tree)

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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
No new information appears in the student's answer.	Ask for an oral answer based on the passage, then write it.
The student uses because for a HOW prompt.	Touch the matching WHY or HOW box before writing.
The student writes a plausible sentence that lacks passage support.	Require the student to point to a supporting paragraph in the text.

Reteach Lesson 1: Writing the Thesis (central idea) (The Trunk of the Tree) Core Skill (15 Minutes)

Skill Focus: students construct a thesis (central idea) containing a noun of importance, a verb of importance, and their own text-supported answer, using a complex sentence for WHY and a prepositional structure for HOW.

TEKS: 3.11B(i) purposeful structure and an introduction

Materials: Module 2 passages "Laura Ingalls Wilder", "Carmen Lomas Garza"; Memory Match Directions and Eight-Pair Key (Teacher Reference) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Stand tall like a tree and spread your arms as branches. Sway gently, then sit when your trunk disappears. Without a trunk, your tree cannot stand. Today you will build the thesis (central idea), the trunk that holds your writing together."

DO

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

I Do: Model (3 minutes)

SAY

"Your thesis (central idea) has three parts. Find your noun of importance and your verb of importance in the prompt. Then ask what the passage shows you. For WHY, add your reason with because. For HOW, add your way with through or by. Your answer must tell your reader something new."

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

"Which two parts can you take from the prompt? Which part must come from your thinking about the passage?"

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 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 Memory Match Directions and Eight-Pair Key (Teacher Reference) set or the module materials. The student completes the Writing the Thesis (central idea) (The Trunk of the Tree) skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The thesis (central idea) contains the noun of importance.
- ☐ The thesis (central idea) contains the verb of importance.
- ☐ Part three adds the student's own answer.
- ☐ The answer adds information beyond the prompt and is supported by the passage.

Reteach Lesson 2: Applying Writing the Thesis (central idea) (The Trunk of the Tree) to Writing (15 Minutes)

Skill Focus: Transfer Writing the Thesis (central idea) (The Trunk of the Tree) skills into an independent written response.

TEKS: 3.12B clear central idea, genre

Materials: Module 2 passages "Laura Ingalls Wilder", "Carmen Lomas Garza"; Memory Match Directions and Eight-Pair Key (Teacher Reference) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Compare your WHY and HOW matches. How does the clue word help you choose a connecting word? If your sentence only repeats the noun and verb, what answer do you still need to add?"

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

"Think about what you just did. You built the trunk of an entire response. Underline the answer you added in green. Point to the passage detail that supports it. Choose one goal beginning with Next time I will."

DO

Model writing a response using "Laura Ingalls Wilder." Show how the Writing the Thesis (central idea) (The Trunk of the Tree) skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Teach your partner how to build a thesis (central idea). First, find your noun of importance. Second, find your verb of importance. Third, add your own answer from the passage. Explain why you chose because, through, or by."

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 Writing the Thesis (central idea) (The Trunk of the Tree) 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) contains the noun of importance.
2. The thesis (central idea) contains the verb of importance.
3. Part three adds the student's own answer.
4. The answer adds information beyond the prompt and is supported by the passage.
5. A WHY thesis (central idea) uses a subordinator in a complex sentence.

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