

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 2 · Module 3
Reason/Way (The First Branch 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 3: Reason/Way (The First Branch 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
One basket holds eight cards and the other two baskets are empty.	Reduce to six cards and two baskets. Rebuild one basket at a time and require a name that covers both cards.
The student names a basket Homes and then puts a growing food card inside it.	Read the basket name, then read every card underneath. Ask whether the name is still true for the last one.
The student lists twelve details and never chooses among them.	Set a limit: three baskets, at most three cards each. Choosing is the skill, not collecting.

Reteach Lesson 1: Reason/Way (The First Branch of the Tree) Core Skill (15 Minutes)

Skill Focus: Students will magnify a passage to collect relevant details, group those details into categories, and write a reason or way statement for each category that supports the thesis (central idea).

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

Materials: Module 3 passages "Laura Ingalls Wilder", "Carmen Lomas Garza"; Modeled Basket Sort (Teacher Think-Aloud) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Stand tall like a tree. Today we are building the first branch, which holds your reasons or ways. To build this branch, you must sort details into baskets. Without sorted details, your branch has no support."

DO

Display the module's anchor chart or key visual for Reason/Way (The First Branch of the Tree). Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Your thesis (central idea) needs support. We magnify the passage to find details that prove your answer. I will look closely for small pieces of information. Then I will group them into baskets based on what they have in common. Each basket becomes a reason statement."

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 details belong in the same basket? Which details are different enough to need their own basket?"

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

"One reason is _____. The text states _____."

"This evidence supports the reason because _____."

"The reason connects to my thesis (central idea) by showing _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Modeled Basket Sort (Teacher Think-Aloud) set or the module materials. The student completes the Reason/Way (The First Branch of the Tree) skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ Each basket contains at least two details that truly belong together.
- ☐ The three baskets do not overlap; no detail could sit equally well in two of them.
- ☐ Each reason statement is a complete sentence that supports the thesis (central idea).
- ☐ The student can explain why two reasons are different or can collapse two that are not.

Reteach Lesson 2: Applying Reason/Way (The First Branch of the Tree) to Writing (15 Minutes)

Skill Focus: Transfer Reason/Way (The First Branch of the Tree) skills into an independent written response.

TEKS: 3.12B clear central idea, genre

Materials: Module 3 passages "Laura Ingalls Wilder", "Carmen Lomas Garza"; Modeled Basket Sort (Teacher Think-Aloud) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Compare your REASON and WAY statements. How does the clue word help you choose the correct starter? If two reasons say the same thing in different words, what must you do?"

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 three baskets that hold your reasons. Underline the basket names in green. Point to the passage details that support each name. Choose one goal beginning with Next time I will."

DO

Model writing a response using "Laura Ingalls Wilder." Show how the Reason/Way (The First Branch 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 reason statement. First, magnify the passage to find details. Second, group those details into a basket and name it. Third, turn that name into a complete sentence that supports the thesis (central idea). Explain why you chose because or through."

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 Reason/Way (The First Branch 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. Each basket contains at least two details that truly belong together.
2. The three baskets do not overlap; no detail could sit equally well in two of them.
3. Each reason statement is a complete sentence that supports the thesis (central idea).
4. The student can explain why two reasons are different or can collapse two that are not.
5. A WHY reason uses a subordinator in a complex sentence to connect the detail to the claim.

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 3 Teacher Lesson Plan Guide ("Reason/Way (The First Branch of the Tree)"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.