

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 2 · Module 4
Evidence (The Second 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 4: Evidence (The Second 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
The student copies a whole paragraph as evidence.	Ask the student to underline the shortest part that still proves the reason, then copy only that.
The infer sentence says the reason over again in new words.	Give the frame 'This shows that' and require the sentence to name something the passage never said in those words.
The student picks a favorite sentence rather than a matching one.	Offer two candidate sentences and ask which one proves this reason. Turn the search into a choice.

Reteach Lesson 1: Evidence (The Second Branch of the Tree) Core Skill (15 Minutes)

Skill Focus: students will select evidence from the passage that proves a stated reason and will write a response using CSI to connect, support, and infer.

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

Materials: Module 4 passages "Laura Ingalls Wilder", "Carmen Lomas Garza"; Independent CSI Response Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Stand tall like a tree. Today we are adding the second branch, the Evidence Branch. A reason is just an idea until you prove it. Without proof, your branch has no leaves. Today you will learn to find evidence that proves your reason."

DO

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

I Do: Model (3 minutes)

SAY

"Your evidence must prove your exact reason. A sentence can be true but still not prove your point. Look for proof that matches the idea in your reason card. If it does not match, it is not evidence for this branch."

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 passage? Which part must come from your thinking about what the evidence shows?"

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

"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 Independent CSI Response Check set or the module materials. The student completes the Evidence (The Second Branch of the Tree) skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The evidence comes from the passage and can be located by paragraph number.
- ☐ The evidence proves the exact reason it sits under, not a different reason.
- ☐ The response contains all three CSI moves: Connect, Support, Infer.

Reteach Lesson 2: Applying Evidence (The Second Branch of the Tree) to Writing (15 Minutes)

Skill Focus: Transfer Evidence (The Second Branch of the Tree) skills into an independent written response.

TEKS: 3.12B clear central idea, genre

Materials: Module 4 passages "Laura Ingalls Wilder", "Carmen Lomas Garza"; Independent CSI Response Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Compare your evidence choices. How does the reason help you choose the right sentence? If your response only repeats the quotation, what inference 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 added the second branch to your tree. Underline the evidence you selected in yellow. Point to the paragraph number where it lives. Choose one goal beginning with Next time I will."

DO

Model writing a response using "Laura Ingalls Wilder." Show how the Evidence (The Second 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 write a CSI response. First, Connect by naming what the passage is doing. Second, Support by giving proof from the text. Third, Infer by saying what the proof shows about the reason."

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 Evidence (The Second 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. The evidence comes from the passage and can be located by paragraph number.
2. The evidence proves the exact reason it sits under, not a different reason.
3. The response contains all three CSI moves: Connect, Support, Infer.

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 4 Teacher Lesson Plan Guide ("Evidence (The Second Branch of the Tree)"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.