

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 3 · Module 1
Prompt Analysis & Thesis (central idea) Writing

TREES Strategy for Narrative and Informational Writing
Passages: “Why We Need Laws” and “The Lunchroom Discoveries”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 3 • Module 1: Prompt Analysis & Thesis (central idea)
Writing

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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 tells why a discovery matters without explaining how it solved a problem.	Contrast WHY (reasons, using because) with HOW (a way something happened, using by).
The student writes a true detail without answering why people gathered.	Return to the shaped prompt and ask for a complete sentence that answers WHY with a reason.
The student copies a detail but does not connect it to the thesis (central idea).	Use the frame: This shows _____ because _____.

Reteach Lesson 1: Prompt Analysis & Thesis (central idea) Writing Core Skill (15 Minutes)

Skill Focus: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

TEKS: 3.11A (Planning), 3.12B / 3.12B(i) (Compose Informational Texts with a Clear Central Idea)

Materials: Module 1 passages "Why We Need Laws", "The Lunchroom Discoveries"; Return to the Overarching Question materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"What if our classroom had no rules? Would it be calm? Fair? Safe? Now, what if milk wasn't safe to drink?"

DO

Display the module's anchor chart or key visual for Prompt Analysis & Thesis (central idea) Writing. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"I see the word 'WHY.' That tells me I need reasons. I'm circling 'laws' and 'communities' because those are the important ideas. I'm boxing 'help' because that tells me what action is happening."

DO

Model the skill using the question from the module and the passage "Why We Need Laws." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"What told you this was a WHY prompt?"

DO

Guide students through a second example using "The Lunchroom Discoveries." 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 Return to the Overarching Question set or the module materials. The student completes the Prompt Analysis & Thesis (central idea) Writing skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ I circle important nouns, box the important verb, and triangle WHY or HOW.
- ☐ I tell whether the prompt asks for reasons or a way something happened.
- ☐ I identify the problem or conflict that helps me answer the prompt.
- ☐ I write a thesis (central idea) that answers the exact question, not just a true detail from the text.

Reteach Lesson 2: Applying Prompt Analysis & Thesis (central idea) Writing to Writing (15 Minutes)

Skill Focus: Transfer Prompt Analysis & Thesis (central idea) Writing skills into an independent written response.

TEKS: 3.11A (Planning), 3.12B / 3.12B(i) (Compose Informational Texts with a Clear Central Idea)

Materials: Module 1 passages "Why We Need Laws", "The Lunchroom Discoveries"; Return to the Overarching Question materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"How did the conflict help you write your thesis (central idea)?" "The conflict is your anchor. Without it, your thinking floats."

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

"The lights dim. The music builds. You are no longer just students; you are thinkers stepping onto a stage."

DO

Model writing a response using "Why We Need Laws." Show how the Prompt Analysis & Thesis (central idea) Writing skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it."

DO

Guide the student through composing a written response using "The Lunchroom Discoveries." 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 "The Lunchroom Discoveries." The response should demonstrate the Prompt Analysis & Thesis (central idea) Writing 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. I circle important nouns, box the important verb, and triangle WHY or HOW.
2. I tell whether the prompt asks for reasons or a way something happened.
3. I identify the problem or conflict that helps me answer the prompt.
4. I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
5. I write a complete thesis (central idea) with a reason for WHY or a way for HOW.

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 3, Module 1 Teacher Lesson Plan Guide ("Prompt Analysis & Thesis (central idea) Writing"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.