

THE WRITING ACADEMY, LLC

## Small Group Reteach Plan

Grade 3 · Cluster 3 · Module 2  
Advance Prompt Analysis

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 2: Advance Prompt Analysis**

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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 gives a reason to a connection prompt.                                | Contrast the frames: importance uses because; relationship uses are connected because. |
| The student writes about one text but not both in a paired-passage response.      | Have the student underline both text ideas and use a two-text organizer.               |
| The student copies a detail but does not connect it to the thesis (central idea). | Use the frame: This shows _____ because _____.                                         |

## Reteach Lesson 1: Advance Prompt Analysis Core Skill (15 Minutes)

**Skill Focus:** Students will analyze clue words in an advanced or relational ECR prompt and write a thesis (central idea) that clearly and completely answers whether the prompt asks for reasons or relationships.

**TEKS:** 3.11A (Planning), 3.11C (Revising), 3.12B (Compose Informational Texts)

**Materials:** Module 2 passages "Why We Need Laws", "The Lunchroom Discoveries"; Teacher Language During the Game materials; student workbook pages from the module.

### Warm Up (2 minutes)

#### SAY

"Today, I'm going to give you two mysteries."

#### DO

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

### I Do: Model (3 minutes)

#### SAY

"Both of these situations had a problem."

#### 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

"But here's the real question... How are these two situations connected?"

#### 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 Teacher Language During the Game set or the module materials. The student completes the Advance Prompt Analysis skill without teacher help. Observe but do not intervene unless the student is completely stuck.

## Quick Check (2 minutes)

- ☐ I identify the clue word and accurately sort it as REASONS or RELATIONSHIPS.
- ☐ I explain the difference between importance and relationship.
- ☐ I choose the thinking type that matches the exact prompt.
- ☐ I write a thesis (central idea) that answers the exact question, not just a true detail from the text.

## Reteach Lesson 2: Applying Advance Prompt Analysis to Writing (15 Minutes)

**Skill Focus:** Transfer Advance Prompt Analysis skills into an independent written response.

**TEKS:** 3.11A (Planning), 3.11C (Revising), 3.12B (Compose Informational Texts)

**Materials:** Module 2 passages "Why We Need Laws", "The Lunchroom Discoveries"; Teacher Language During the Game materials; student workbook pages from the module.

## Warm Up (2 minutes)

### SAY

"Turn and tell someone near you, what do these two situations have in common?"

### 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

"They both started with a problem... and ended with a solution that helped people."

### DO

Model writing a response using "Why We Need Laws." Show how the Advance Prompt Analysis skill connects to producing a written product that meets the TEKS.

## We Do: Guided Practice (4 minutes)

### SAY

"And today, you are going to learn how to read prompts that ask you to think about TWO things:"

### 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 Advance Prompt Analysis 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

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After both reteach lessons, the student should be able to:

1. I identify the clue word and accurately sort it as REASONS or RELATIONSHIPS.
2. I explain the difference between importance and relationship.
3. I choose the thinking type that matches the exact prompt.
4. I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
5. I revise a thesis (central idea) so it names the ideas in the prompt and their reason or connection.

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

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All content in this reteach plan draws from the Grade 3, Cluster 3, Module 2 Teacher Lesson Plan Guide ("Advance Prompt Analysis"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.