

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 3 · Module 3
Magnifying Reasons for WHY Prompts

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 3: Magnifying Reasons for WHY Prompts

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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 has three nearly identical reasons.	Gather more possibilities before choosing; sort the full list for distinct ideas.
The student treats different words as different reasons (e.g., argued, argued loudly, argued over land become three topic sentences).	Place all three in the same group and find ideas from two other groups.
The student writes only a label such as Fairness instead of a topic sentence.	Rehearse a complete sentence explaining why laws were needed for fairness.
The student places a fairness detail under an unrelated topic sentence.	Ask what each reason helps explain, then move it to the group with that meaning.

Reteach Lesson 1: Magnifying Reasons for WHY Prompts Core Skill (15 Minutes)

Skill Focus: Students will brainstorm many reasons for a WHY prompt, group like-minded reasons, narrow each group into one big idea, choose three different ideas, and write three topic sentences that support the thesis (central idea). Students will connect each topic sentence to reasons, evidence, explanation, and significance.

TEKS: 3.12B (Compose Informational Texts: Building the Body of an ECR)

Materials: Module 3 passages "Why We Need Laws", "The Lunchroom Discoveries"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Imagine you are standing in a giant room full of ideas. Ideas are everywhere. Some are loud. Some are tiny. Some are repeated. Some belong together. Some do not. Now imagine you are holding a giant magnifying glass."

DO

Display the module's anchor chart or key visual for Magnifying Reasons for WHY Prompts. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Your job is not to grab every idea and keep it. Your job is to notice, sort, narrow, and choose."

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

"These are no longer little details; they are paragraph-sized reasons! Each topic sentence supports our thesis (central idea) and gives a different part of the body a job."

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 an unfamiliar prompt using "The Lunchroom Discoveries." The student applies the Magnifying Reasons for WHY Prompts skill independently. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ I brainstorm many possible reasons before choosing three.
- ☐ I group reasons by shared meaning and explain why they belong together.
- ☐ I narrow each group into one big idea.
- ☐ I choose three different big ideas that support the thesis (central idea).

Reteach Lesson 2: Applying Magnifying Reasons for WHY Prompts to Writing (15 Minutes)

Skill Focus: Transfer Magnifying Reasons for WHY Prompts skills into an independent written response.

TEKS: supporting

Materials: Module 3 passages "Why We Need Laws", "The Lunchroom Discoveries"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"How did grouping your reasons help your thinking become clearer? Why should your three final reasons come from separate groups? What happens if your topic sentences all say almost the same thing?"

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

"Grouping helps separate details from bigger ideas. When all three reasons are different, the writing grows wider and stronger."

DO

Model writing a response using "Why We Need Laws." Show how the Magnifying Reasons for WHY Prompts skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Point to a part of your own work that shows a strength. Did you collect more ideas, make a meaningful group, or write a topic sentence that gives your paragraph room to grow?"

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 Magnifying Reasons for WHY Prompts 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 brainstorm many possible reasons before choosing three.
2. I group reasons by shared meaning and explain why they belong together.
3. I narrow each group into one big idea.
4. I choose three different big ideas that support the thesis (central idea).
5. I write one complete topic sentence for each group.

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 3 Teacher Lesson Plan Guide ("Magnifying Reasons for WHY Prompts"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.