

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 3 · Module 4
Matching Reasons, Evidence, and Explanations

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 4: Matching Reasons, Evidence, and
Explanations

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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 chooses a quote about the lunchroom setting to prove milk safety.	Ask which words show protection from sickness; compare with the heating and germs quotation.
A reason and quote appear without an explanation.	Ask what the quote proves and why. Start with the frame: This shows...
The student writes 'This is about fairness' instead of explaining.	Name what unequal food reveals about fairness and the need for laws.

Reteach Lesson 1: Matching Reasons, Evidence, and Explanations Core Skill (15 Minutes)

Skill Focus: Students will choose evidence that connects to and supports a reason, use CSI to infer what it proves, introduce quotations with signal markers, and explain how each quote proves its reason in a full independent ECR.

TEKS: 3.12B (Reading & Writing): Matching Reasons, Evidence, and Explanations

Materials: Module 4 passages "Why We Need Laws", "The Lunchroom Discoveries"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"A writer cannot just point at a reason and hope everyone believes it. The writer must bring proof, then explain why that proof matters. Say our chant: Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!"

DO

Display the module's anchor chart or key visual for Matching Reasons, Evidence, and Explanations. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Let me check with CSI. Does the quote connect to arguments and conflict? Does it support the reason? Yes, loud voices suggest arguing and tension. Now I explain. This means the disagreements were becoming intense and hard to control."

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

"You are detectives of good writing. Read the whole reason, then test the evidence. Before you move, say CSI Check and explain what the quote proves. Your partner listens for all three parts."

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

"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 an unfamiliar prompt using "The Lunchroom Discoveries." The student applies the Matching Reasons, Evidence, and Explanations skill independently. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ My evidence supports the exact reason in its body paragraph.
- ☐ I can explain my choice using CSI: Connect, Support, Infer.
- ☐ I introduce each quotation with a signal marker and copy the text accurately.
- ☐ My explanation begins with This and tells how the quotation proves my reason.

Reteach Lesson 2: Applying Matching Reasons, Evidence, and Explanations to Writing (15 Minutes)

Skill Focus: Transfer Matching Reasons, Evidence, and Explanations skills into an independent written response.

TEKS: 3.12B (Reading & Writing): Matching Reasons, Evidence, and Explanations

Materials: Module 4 passages "Why We Need Laws", "The Lunchroom Discoveries"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Tell your partner how the quote connects to the reason. Then tell what it proves. What does the reader learn from your explanation that the quotation alone does not say?"

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

"Show one place where your evidence supports your reason. Tell what you inferred. Name that strength using the words in your own writing."

DO

Model writing a response using "Why We Need Laws." Show how the Matching Reasons, Evidence, and Explanations skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Your reader needs to understand what unequal food reveals. Explain the unfair treatment, then check that your sentence supports the fairness reason. Use that same check in your own proof entry."

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 Matching Reasons, Evidence, and Explanations 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. My evidence supports the exact reason in its body paragraph.
2. I can explain my choice using CSI: Connect, Support, Infer.
3. I introduce each quotation with a signal marker and copy the text accurately.
4. My explanation begins with This and tells how the quotation proves my reason.
5. I develop each reason with its own evidence and explanation in a full ECR.

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 4 Teacher Lesson Plan Guide ("Matching Reasons, Evidence, and Explanations"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.