

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 4 · Module 1
Significant Inferencing Sentences Using MICE

MICE and GET SET Strategies
Passages: “Benjamin Franklin and Electricity” and “The Founding Fathers”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 4 • Module 1: Significant Inferencing Sentences
Using MICE

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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 writes a vague opinion instead of a significance sentence.	Use MICE: What connection plus the evidence gives you a bigger lesson others can learn?
The student writes an idea unrelated to the quote.	Ask whether the bigger idea grows out of this evidence, or whether it wandered too far.
The student writes 'I learned...' and stops.	Push outward: How can OTHER people benefit from this idea?

Reteach Lesson 1: Significant Inferencing Sentences Using MICE Core Skill (15 Minutes)

Skill Focus: Students write the fourth sentence of a body paragraph using MICE to create a significance statement that goes beyond the text and connects the learning to others.

TEKS: 3.11B(i) (purposeful structure)

Materials: Module 1 passages "Benjamin Franklin and Electricity", "The Founding Fathers"; Independent Prompt Shaping Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Would you rather have a fact or a lesson? Show one finger for a fact and two for a lesson. A fact stays on the page, but a lesson goes beyond it to help others. Today you will build significance sentences using MICE."

DO

Display the module's anchor chart or key visual for Significant Inferencing Sentences Using MICE. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Explain how you know a sentence is significance. What does your thesis (central idea) do? Use the sentence's job to support your choice."

DO

Model the skill using the question from the module and the passage "Benjamin Franklin and Electricity." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Compare the first two prompts. Which answer would need a word like because? How does your clue word tell you?"

DO

Guide students through a second example using "The Founding Fathers." Wait for the student to attempt each step before confirming or redirecting. Correct one element at a time.

Sentence Frames

"The author means _____ when the text states _____."

"This is significant because _____."

"The inference I can draw from this detail is _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Independent Prompt Shaping Check set or the module materials. The student completes the Significant Inferencing Sentences Using MICE skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The student identifies the evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers." The student states a personal connection related to the text.
- ☐ The student combines the evidence and connection using MICE.
- ☐ The student uses a signal phrase such as Ultimately, or The big picture is,

Reteach Lesson 2: Applying Significant Inferencing Sentences Using MICE to Writing (15 Minutes)

Skill Focus: Transfer Significant Inferencing Sentences Using MICE skills into an independent written response.

TEKS: 3.12B (informational composition), with lesson

Materials: Module 1 passages "Benjamin Franklin and Electricity", "The Founding Fathers"; Independent Prompt Shaping Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Teach your partner how you combine Evidence I Found with Connection I Have to create My Inference. Explain how you know whether your sentence goes beyond the text."

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

"Watch how I take the skill from Significant Inferencing Sentences Using MICE and use it in a written response. I am going to think aloud so you can follow my steps."

DO

Model writing a response using "Benjamin Franklin and Electricity." Show how the Significant Inferencing Sentences Using MICE skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Now it is your turn to write with my support. Tell me your thesis (central idea) before you write it. Then find your evidence in the passage."

DO

Guide the student through composing a written response using "The Founding Fathers." 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 Founding Fathers." The response should demonstrate the Significant Inferencing Sentences Using MICE 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 student identifies the evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers." The student states a personal connection related to the text.
3. The student combines the evidence and connection using MICE.
4. The student uses a signal phrase such as Ultimately, or The big picture is,
5. The student writes an inference that goes beyond the text to a bigger idea.

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 4, Module 1 Teacher Lesson Plan Guide ("Significant Inferencing Sentences Using MICE"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.