

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 4 · Module 3
Getting SET with the Statement of Purpose

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 3: Getting SET with the Statement of Purpose

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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 opens with an exact person or event name.	Save the exact names for the thesis (central idea); open with a broad, big-picture idea.
The student writes something vague like "Things are important."	Push for meaning: a broad idea should still sound like a real lesson or truth.
The student answers the question in the first sentence.	Remind the student that the opening prepares the reader; the thesis (central idea) gives the answer.

Reteach Lesson 1: Getting SET with the Statement of Purpose Core Skill (15 Minutes)

Skill Focus: Students will write a broad Statement of Purpose that opens a paper with a big-picture idea, avoids exact passage details, and leads naturally into a more specific thesis (central idea).

TEKS: 3.11B(i) purposeful structure and an introduction

Materials: Module 3 passages "Benjamin Franklin and Electricity", "The Founding Fathers"; Modeled Statement Sort (Teacher Think-Aloud) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Stand tall like a writer. Today we are building the first sentence of your introduction, which is the Statement of Purpose. To build this opening, you must decide if an idea is broad or specific. Without a broad opening, your paper does not welcome the reader."

DO

Display the module's anchor chart or key visual for Getting SET with the Statement of Purpose. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Your thesis (central idea) needs a strong door. We open the paper with a broad Statement of Purpose that introduces a big idea. I will look for a global thought that fits many essays. Then I will separate it from specific details about Franklin or electricity. The broad statement comes first; the specific answer follows."

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

"Which details belong in a broad opening? Which details are too specific for the first sentence?"

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 statement of purpose for this response is _____."

"This connects to my thesis (central idea) because _____."

"The reader needs to know _____ before reading my evidence."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Modeled Statement Sort (Teacher Think-Aloud) set or the module materials. The student completes the Getting SET with the Statement of Purpose skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The statement of purpose is a broad opening that introduces a big idea before the thesis (central idea).
- ☐ The student can distinguish between a broad statement of purpose and a specific thesis (central idea)
- ☐ The opening does not name exact people, events, or details from "Benjamin Franklin and Electricity"
- ☐ The statement of purpose sounds meaningful and global rather than vague or empty.

Reteach Lesson 2: Applying Getting SET with the Statement of Purpose to Writing (15 Minutes)

Skill Focus: Transfer Getting SET with the Statement of Purpose skills into an independent written response.

TEKS: 3.12B clear central idea, genre

Materials: Module 3 passages "Benjamin Franklin and Electricity", "The Founding Fathers"; Modeled Statement Sort (Teacher Think-Aloud) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Compare your broad and specific statements. How does the scope help you choose the correct sentence? If two openings say the same thing, what must you do?"

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

"Think about what you just did. You wrote openings that sound broad and global. Underline your broad ideas in blue. Point to the words that show a big picture rather than exact details. Choose one goal beginning with Next time I will."

DO

Model writing a response using "Benjamin Franklin and Electricity." Show how the Getting SET with the Statement of Purpose skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Teach your partner how to build a Statement of Purpose. First, identify the big idea in the passage. Second, write a broad sentence that opens the paper with a global thought. Third, explain why this opening is different from the specific thesis (central idea). Explain why you chose words that sound wide and meaningful."

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 Getting SET with the Statement of Purpose 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 statement of purpose is a broad opening that introduces a big idea before the thesis (central idea).
2. The student can distinguish between a broad statement of purpose and a specific thesis (central idea)
3. The opening does not name exact people, events, or details from "Benjamin Franklin and Electricity"
4. The statement of purpose sounds meaningful and global rather than vague or empty.
5. The student can explain why a specific detail belongs in the thesis (central idea) instead of the opening

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 3 Teacher Lesson Plan Guide ("Getting SET with the Statement of Purpose"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.