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Small Group Reteach Plan

Grade 3 · Cluster 4 · Module 4
The Yellow Sentence (Evidentiary Transition)

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 4: The Yellow Sentence (Evidentiary
Transition)**

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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 lists reason 1, reason 2, and reason 3 in the middle sentence.	Group them: use 'the reasons in the passage' or 'the actions taken.'
The student repeats the broad opening in the yellow sentence.	Push for focus: the yellow sentence previews support; the blue one only opens the topic.
The student answers the prompt in the middle sentence.	Remind the student that the yellow sentence bridges; the green sentence answers.

Reteach Lesson 1: The Yellow Sentence (Evidentiary Transition) Core Skill (15 Minutes)

Skill Focus: students will write a yellow Evidentiary Transition that groups the support collectively, bridging a broad statement of purpose and a specific thesis (central idea) in a smooth GET SET introduction.

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

Materials: Module 4 passages "Benjamin Franklin and Electricity", "The Founding Fathers"; Independent GET SET Response
Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Stand tall like a bridge. Today we are building the middle sentence of our introduction, the yellow Evidentiary Transition. A strong writer does not jump from a broad opening straight into an answer. They build a bridge. Without this bridge, your introduction sounds choppy. Today you will learn to group support so it flows smoothly."

DO

Display the module's anchor chart or key visual for The Yellow Sentence (Evidentiary Transition). Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Which two parts can you take from the passage? Which part must come from your thinking about how to group the support?"

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 your yellow sentence choices. How does the thesis (central idea) help you choose the right group? If your response only lists every detail, what collective phrase do you still need to add?"

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 transition sentence connects _____ to _____."

"This bridge shows the reader that _____."

"Before introducing my evidence, I need to tell the reader _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Independent GET SET Response Check set or the module materials. The student completes the The Yellow Sentence (Evidentiary Transition) skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The yellow sentence groups the support collectively instead of listing every part one by one.
- ☐ The Evidentiary Transition bridges the broad Statement of Purpose to the specific thesis (central
- ☐ The introduction follows the GET SET framework with a clear blue, yellow, and green structure.

Reteach Lesson 2: Applying The Yellow Sentence (Evidentiary Transition) to Writing (15 Minutes)

Skill Focus: Transfer The Yellow Sentence (Evidentiary Transition) skills into an independent written response.

TEKS: 3.12B clear central idea, genre

Materials: Module 4 passages "Benjamin Franklin and Electricity", "The Founding Fathers"; Independent GET SET Response Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Think about what you just did. You built the middle sentence of your GET SET introduction. Underline the collective phrase in yellow that shows you grouped the ideas instead of listing them. Point to where this bridge connects the blue opening and the green thesis (central idea). Choose one goal beginning with Next time I will."

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

"Teach your partner how to write a GET SET introduction. First, open with the Statement of Purpose by naming the broad topic. Second, build the Evidentiary Transition by grouping the support collectively instead of listing it. Third, land on the Thesis (central idea) by giving the specific answer."

DO

Model writing a response using "Benjamin Franklin and Electricity." Show how the The Yellow Sentence (Evidentiary Transition) 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 The Yellow Sentence (Evidentiary Transition) 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 yellow sentence groups the support collectively instead of listing every part one by one.
2. The Evidentiary Transition bridges the broad Statement of Purpose to the specific thesis (central
3. The introduction follows the GET SET framework with a clear blue, yellow, and green structure.

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 4 Teacher Lesson Plan Guide ("The Yellow Sentence (Evidentiary Transition)"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.