

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 5 · Module 2

Paired Passage HOW Prompts: Similarities and Differences

Paired Passages with HABIT and RRR

Passages: “Henry Ford: Visionary of Travel” and “Sam Walton: Visionary of Retail”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 5 • Module 2: Paired Passage HOW Prompts:
Similarities and Differences

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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 uses evidence from only one passage in a difference response.	Remind the student that a difference still depends on two texts.
The student uses because in a HOW thesis (central idea) instead of a preposition.	Ask whether the thesis (central idea) uses by, through, with, in, or across.
The student lists details without connecting them.	Use the bridge sentence: This shows that both men _____.

Reteach Lesson 1: Paired Passage HOW Prompts: Similarities and Differences Core Skill (15 Minutes)

Skill Focus: Students will write one informational response that uses evidence from BOTH passages and connects the ideas around a clear central idea.

TEKS: 3.12B(i)

Materials: Module 2 passages "Henry Ford: Visionary of Travel", "Sam Walton: Visionary of Retail"; Crossroads Compare Quest materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Imagine two roads. One road belongs to Henry Ford and one road belongs to Sam Walton. Trace where the roads meet and where they split apart. Your job is to use both roads in one answer."

DO

Display the module's anchor chart or key visual for Paired Passage HOW Prompts: Similarities and Differences. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"When a prompt gives you two passages, your answer must use two passages. A difference still needs both texts."

DO

Model the skill using the question from the module and the passage "Henry Ford: Visionary of Travel." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"At the Crossroads, decide whether the prompt asks for a shared path or a split path. Shared path means similarity. Split path means difference."

DO

Guide students through a second example using "Sam Walton: Visionary of Retail." 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 a fresh example from the Crossroads Compare Quest set or the module materials. The student completes the Paired Passage HOW Prompts: Similarities and Differences skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ My answer uses evidence from BOTH passages.
- ☐ I include two pieces of evidence, one detail from each text.
- ☐ My HOW thesis (central idea) uses a preposition such as by, through, with, in, or across.
- ☐ My explanation connects the ideas into one central idea and states the similarity or difference.

Reteach Lesson 2: Applying Paired Passage HOW Prompts: Similarities and Differences to Writing (15 Minutes)

Skill Focus: Transfer Paired Passage HOW Prompts: Similarities and Differences skills into an independent written response.

TEKS: writing process support 3.11B(ii) and 3.11B(iii)

Materials: Module 2 passages "Henry Ford: Visionary of Travel", "Sam Walton: Visionary of Retail"; Crossroads Compare Quest materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"A HOW similarity prompt asks you to explain a shared path. A HOW difference prompt asks you to explain a split path. Both kinds still need both passages."

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

"Today you balanced two texts with one mind. You traced their paths, noticed where they came together, and noticed where they moved apart. That is careful reading and powerful writing."

DO

Model writing a response using "Henry Ford: Visionary of Travel." Show how the skill connects to producing a written product. Use a specific detail from the passage as evidence.

We Do: Guided Practice (4 minutes)

SAY

"Teach your partner what a HOW similarity prompt asks, what a HOW difference prompt asks, and why both answers need both texts."

DO

Guide the student through composing a written response using "Sam Walton: Visionary of Retail." Have the student say their thesis (central idea) and evidence aloud before writing. Redirect if the response does not address the prompt.

Sentence Frames

"My thesis (central idea) uses both passages to show _____."

"The first passage states _____. The second passage states _____."

"Together, these details show _____ because _____."

You Do: Independent Try (4 minutes)

DO

The student writes an independent response using "Sam Walton: Visionary of Retail." The response should demonstrate the Paired Passage HOW Prompts: Similarities and Differences 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 answer uses evidence from BOTH passages.
2. I include two pieces of evidence, one detail from each text.
3. My HOW thesis (central idea) uses a preposition such as by, through, with, in, or across.
4. My explanation connects the ideas into one central idea and states the similarity or difference.
5. My conclusion uses RRR: Restate the thesis (central idea), Refer to the evidence as a whole, Reflect

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 5, Module 2 Teacher Lesson Plan Guide ("Paired Passage HOW Prompts: Similarities and Differences"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.