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Small Group Reteach Plan

Grade 3 · Cluster 5 · Module 3

Conclusion Paragraph with R1, R2, R3: The Bluebird Moment

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 3: Conclusion Paragraph with R1, R2, R3:
The Bluebird Moment

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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 repeats the exact thesis (central idea) sentence in R1.	Use fresh synonyms while keeping the same central idea.
The student adds a new quotation in R2 instead of referring to existing evidence.	Return to the evidence already used in both texts.
The student writes a flat ending for R3.	Ask what big idea flies out to other readers beyond this paper.

Reteach Lesson 1: Conclusion Paragraph with R1, R2, R3: The Bluebird Moment Core Skill (15 Minutes)

Skill Focus: Students will write a three-sentence RRR conclusion for a paired- passage informational response. R1 will restate the thesis (central idea), R2 will refer to the evidence from both texts as a whole, and R3 will reflect the big picture.

TEKS: 3.12B(i) , 3.12B(ii) , 3.12B(iii) , 3.11B(ii) , 3.11B(iii)

Materials: Module 3 passages "Henry Ford: Visionary of Travel", "Sam Walton: Visionary of Retail"; Return to the Overarching Question materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Today you will learn how a conclusion lands a paired-passage paper. You will use both texts, two details, and one connected idea."

DO

Display the module's anchor chart or key visual for Conclusion Paragraph with R1, R2, R3: The Bluebird Moment. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Choose the sentence job first. Then use both texts so your answer has two pieces of evidence and one connection."

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

"How were Ford and Walton similar in the ways they helped families? Now ask: How were their solutions different? Listen for the exact prompt demand."

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

"In conclusion, the evidence shows ____."

"The reader should remember ____ because ____."

"This matters because ____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Return to the Overarching Question set or the module materials. The student completes the Conclusion Paragraph with R1, R2, R3: The Bluebird Moment skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ My answer uses BOTH texts.
- ☐ I include two pieces of evidence, one detail from each passage.
- ☐ My R1 restates the thesis (central idea) without copying it exactly.
- ☐ My R2 refers to the evidence as a whole.

Reteach Lesson 2: Applying Conclusion Paragraph with R1, R2, R3: The Bluebird Moment to Writing (15 Minutes)

Skill Focus: Transfer Conclusion Paragraph with R1, R2, R3: The Bluebird Moment skills into an independent written response.

TEKS: 3.12B(i) , 3.12B(ii) , 3.12B(iii) , 3.11B(ii) , 3.11B(iii)

Materials: Module 3 passages "Henry Ford: Visionary of Travel", "Sam Walton: Visionary of Retail"; Return to the Overarching Question materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Turn to a partner and teach the habit: use both texts, choose one detail from each, and connect the ideas in one sentence. Then teach the three jobs of the RRR conclusion."

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

"You can end a paired-passage paper with purpose. You can restate the central idea, refer to the evidence from both texts, and reflect on why the idea matters."

DO

Model writing a response using "Henry Ford: Visionary of Travel." Show how the Conclusion Paragraph with R1, R2, R3: The Bluebird Moment 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 "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) is _____."

"The most important evidence is _____ because _____."

"In conclusion, _____."

You Do: Independent Try (4 minutes)

DO

The student writes an independent response using "Sam Walton: Visionary of Retail." The response should demonstrate the Conclusion Paragraph with R1, R2, R3: The Bluebird Moment 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 BOTH texts.
2. I include two pieces of evidence, one detail from each passage.
3. My R1 restates the thesis (central idea) without copying it exactly.
4. My R2 refers to the evidence as a whole.
5. My R3 reflects the big picture instead of adding new evidence.

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 3 Teacher Lesson Plan Guide ("Conclusion Paragraph with R1, R2, R3: The Bluebird Moment"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.