

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 5 · Module 4
Color-Coding the Full ECR Paper

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 4: Color-Coding the Full ECR Paper

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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 colors without matching the color to the writing job.	Use the color key: if the job is known, the color is known.
The student marks a reason or evidence red.	Remind the student that red is only the body explanation sentence.
The student uses blue, yellow, green in the conclusion in the same order as the introduction.	Show the mirror: the conclusion is green, yellow, blue (reversed).

Reteach Lesson 1: Color-Coding the Full ECR Paper 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. Students will color-code every sentence by its job and explain why GET SET and RRR mirror each other.

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

Materials: Module 4 passages "Henry Ford: Visionary of Travel", "Sam Walton: Visionary of Retail"; Game Routine and Sample Card Step Action Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Today you will see how one answer can use two texts. You will find one Ford detail and one Walton detail, then connect the ideas in one sentence."

DO

Display the module's anchor chart or key visual for Color-Coding the Full ECR Paper. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Choose the sentence job first. Then choose the color that proves the job. Keep both passages in your thinking as you rebuild the paper."

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

"Look at the beginning and ending. How do the colors mirror each other? Tell your partner what the green, yellow, and blue sentences do."

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 blue statement of purpose tells the reader _____."

"The yellow transition connects _____ to _____."

"The green thesis (central idea) answers the prompt by saying _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Game Routine and Sample Card Step Action Check set or the module materials. The student completes the Color-Coding the Full ECR Paper 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 explanation connects the ideas into one central idea.
- ☐ Every sentence has a job and a correct color.

Reteach Lesson 2: Applying Color-Coding the Full ECR Paper to Writing (15 Minutes)

Skill Focus: Transfer Color-Coding the Full ECR Paper skills into an independent written response.

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

Materials: Module 4 passages "Henry Ford: Visionary of Travel", "Sam Walton: Visionary of Retail"; Game Routine and Sample Card Step Action Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You can see the structure of your whole paper. You can name the job of every sentence, use both texts, and explain why each color belongs."

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

"Turn to a partner and teach the color system. Explain the job of each color, name one Ford detail and one Walton detail, and show how GET SET mirrors RRR."

DO

Model writing a response using "Henry Ford: Visionary of Travel." Show how the Color-Coding the Full ECR Paper skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"You can use color-coding to see that every sentence has a job. You can use both texts, connect the ideas, and build a full ECR paper with purpose."

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 Color-Coding the Full ECR Paper 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 explanation connects the ideas into one central idea.
4. Every sentence has a job and a correct color.
5. My introduction uses blue, yellow, green and my conclusion uses green, yellow, blue.

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 4 Teacher Lesson Plan Guide ("Color-Coding the Full ECR Paper"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.