

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 • Cluster 6 • Module 1
Writing Claims for Argumentative Prompts

Argumentative Writing with CREATURES
Passages: “Crash” and “The Good Citizen”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 6 • Module 1: Writing Claims for Argumentative
Prompts

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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 tells why a discovery matters without explaining how it solved a problem.	Contrast WHY (reasons, using because) with HOW (a way something happened, using by).
The student writes a true detail without answering why people gathered.	Return to the shaped prompt and ask for a complete sentence that answers WHY with a reason.
The student copies a detail but does not connect it to the thesis (central idea).	Use the frame: This shows _____ because _____.

Reteach Lesson 1: Writing Claims for Argumentative Prompts Core Skill (15 Minutes)

Skill Focus: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

TEKS: 12C(i) (Planning), 12C(i) / 12C(ii) (Compose Argumentative Texts with a Claim)

Materials: Module 1 passages "Crash", "The Good Citizen"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Amina and Maya both face a decision. As you listen, notice what each character chooses and why the choice matters."

DO

Display the module's anchor chart or key visual for Writing Claims for Argumentative Prompts. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"I am looking for the decision clue word if. I will triangle if. The prompt asks me to decide whether Amina should have told the truth."

DO

Model the skill using the question from the module and the passage "Crash." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"What decision does the claim make? Where do you hear because? Which reasons connect to what happened in the narrative?"

DO

Guide students through a second example using "The Good Citizen." 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 an unfamiliar prompt using "The Good Citizen." The student applies the Writing Claims for Argumentative Prompts skill independently. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ I circle important nouns, box the important verb, and triangle WHY or HOW.
- ☐ I tell whether the prompt asks for reasons or a way something happened.
- ☐ I identify the problem or conflict that helps me answer the prompt.
- ☐ I write a thesis (central idea) that answers the exact question, not just a true detail from the text.

Reteach Lesson 2: Applying Writing Claims for Argumentative Prompts to Writing (15 Minutes)

Skill Focus: Transfer Writing Claims for Argumentative Prompts skills into an independent written response.

TEKS: 12C(i) (Planning), 12C(i) / 12C(ii) (Compose Argumentative Texts with a Claim)

Materials: Module 1 passages "Crash", "The Good Citizen"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Point to one place where you made a decision and one place where you declared the WHY. That is evidence of growth."

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 what you learned about a claim. Use this sentence: A claim is _____ because _____."

DO

Model writing a response using "Crash." Show how the Writing Claims for Argumentative Prompts 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 Good Citizen." 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 claim is that _____."

"The text supports this by stating _____."

"This evidence proves my claim because _____."

You Do: Independent Try (4 minutes)

DO

The student writes an independent response using "The Good Citizen." The response should demonstrate the Writing Claims for Argumentative Prompts 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. I circle important nouns, box the important verb, and triangle WHY or HOW.
2. I tell whether the prompt asks for reasons or a way something happened.
3. I identify the problem or conflict that helps me answer the prompt.
4. I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
5. I write a complete thesis (central idea) with a reason for WHY or a way for HOW.

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 6, Module 1 Teacher Lesson Plan Guide ("Writing Claims for Argumentative Prompts"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.