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Small Group Reteach Plan

Grade 3 · Cluster 6 · Module 2

Supporting Claims with Reasons Through the Magnifying Process

Argumentative Writing with CREATURES

Passages: “Crash” and “The Good Citizen”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 6 • Module 2: Supporting Claims with Reasons
Through the Magnifying Process

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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 writes a decision but no support.	Sort decision, because clause, and reasons into separate cards.
The student writes three reasons that repeat one idea.	Group the copies and choose a new, distinct group.
The student chooses an unrelated detail as evidence.	Use the frame: This proves the reason because _____.

Reteach Lesson 1: Supporting Claims with Reasons Through the Magnifying Process Core Skill (15 Minutes)

Skill Focus: Students will build a claim that starts with a decision and moves to reasons through the Magnifying Process, then find text evidence for each reason.

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

Materials: Module 2 passages "Crash", "The Good Citizen"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You will name the decision, declare the WHY, and listen for three reasons."

DO

Display the module's anchor chart or key visual for Supporting Claims with Reasons Through the Magnifying Process. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"You will brainstorm many reasons, group similar ideas, narrow each group, and choose three different reasons."

DO

Model the core skill using "Crash." Show each step explicitly so students see the process.

We Do: Guided Practice (4 minutes)

SAY

"You will match evidence to a reason and explain how the detail proves it."

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

"One reason is _____. The text states _____."

"This evidence supports the reason because _____."

"The reason connects to my thesis (central idea) by showing _____."

You Do: Independent Try (4 minutes)

DO

Give the student an unfamiliar prompt using "The Good Citizen." The student applies the Supporting Claims with Reasons Through the Magnifying Process skill independently. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ I decide a position and write a claim with because and reasons.
- ☐ I brainstorm many reasons before choosing the final three.
- ☐ I group similar reasons and narrow each group to one strong idea.
- ☐ My three reasons are different and support my claim.

Reteach Lesson 2: Applying Supporting Claims with Reasons Through the Magnifying Process to Writing (15 Minutes)

Skill Focus: Transfer Supporting Claims with Reasons Through the Magnifying Process skills into an independent written response.

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

Materials: Module 2 passages "Crash", "The Good Citizen"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You will find one strength in your reason set and choose one next step."

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 will teach the four layers and build a claim for Maya."

DO

Model writing a response using "Crash." Show how the Supporting Claims with Reasons Through the Magnifying Process 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 Supporting Claims with Reasons Through the Magnifying Process 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 decide a position and write a claim with because and reasons.
2. I brainstorm many reasons before choosing the final three.
3. I group similar reasons and narrow each group to one strong idea.
4. My three reasons are different and support my claim.
5. I use evidence from "Crash" or "The Good Citizen" to prove each reason.

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 2 Teacher Lesson Plan Guide ("Supporting Claims with Reasons Through the Magnifying Process"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.