

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 6 · Module 3
Completing the Argumentative Paper with CREATURES

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

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 6 • Module 3: Completing the Argumentative Paper
with CREATURES

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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 one unclear sentence combining claim and reasons.	Ask: what is the decision, and what are the reasons?
The student selects a detail that does not prove the reason.	Return to TRACKS and find a matching detail.
The student copies the quotation without explanation.	Use the frame: This shows _____ because _____.
The student mixes the other side and the answer.	Separate: U names the other side; R responds to it.

Reteach Lesson 1: Completing the Argumentative Paper with CREATURES Core Skill (15 Minutes)

Skill Focus: Students will complete a multi-paragraph argumentative paper using CREATURES, including a claim, reasons, evidence, logical order, thinking, a counterargument, a rebuttal, an ending, and significance.

TEKS: 12C(i) , 12C(ii) , 11B(i) , 11B(ii) , 11B(iii)

Materials: Module 3 passages "Crash", "The Good Citizen"; Step Student Action Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You will build a complete argument from a decision. Start with the claim, add reasons and evidence, explain the thinking, understand another side, answer it, end with purpose, and show significance."

DO

Display the module's anchor chart or key visual for Completing the Argumentative Paper with CREATURES. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"You will explain why evidence needs thinking, why order matters, and how understanding another side differs from rebutting it."

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 recognize the strength of a complete argument and choose one revision goal."

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

"My claim is _____ because _____."

"The evidence that supports my claim is _____."

"This matters because _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Step Student Action Check set or the module materials. The student completes the Completing the Argumentative Paper with CREATURES skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ I state a claim that answers the prompt.
- ☐ I give reasons that support the claim.
- ☐ I use evidence from the passage.
- ☐ I put ideas in logical order.

Reteach Lesson 2: Applying Completing the Argumentative Paper with CREATURES to Writing (15 Minutes)

Skill Focus: Transfer Completing the Argumentative Paper with CREATURES skills into an independent written response.

TEKS: 12C(i) , 12C(ii) , 11B(i) , 11B(ii) , 11B(iii)

Materials: Module 3 passages "Crash", "The Good Citizen"; Step Student Action Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You will teach the framework in your own words. Explain what each part does in a complete argument."

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

"Watch how I take what we practiced and put it into a written response. The text says, "Thank you for telling the truth, Amina." I use that detail as evidence and connect it to my answer."

DO

Model writing a response using "Crash." 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

"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 Completing the Argumentative Paper with CREATURES 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 state a claim that answers the prompt.
2. I give reasons that support the claim.
3. I use evidence from the passage.
4. I put ideas in logical order.
5. I explain how the evidence proves the 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 3 Teacher Lesson Plan Guide ("Completing the Argumentative Paper with CREATURES"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.