

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 6 · Module 4
Argumentative Correspondence: The Persuasive Letter

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

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 6 • Module 4: Argumentative Correspondence: The
Persuasive Letter

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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 sentence without a clear decision or because clause.	Ask: What did you decide? What are your reasons?
The student changes the position when changing the reader.	Ask the student to underline the claim in both versions and compare.
The student selects a detail that does not prove the reason.	Ask: How does this detail prove the reason?
The student retells instead of restating, referring, and reflecting.	Use R1, R2, R3 and keep each sentence tied to the claim.

Reteach Lesson 1: Argumentative Correspondence: The Persuasive Letter Core Skill (15 Minutes)

Skill Focus: Students will deliver an argument to a specific audience through a persuasive letter that includes a Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

TEKS: 3.12C(i) and 3.12D(i) with writing process support from 3.11B(i) , 3.11B(ii) , and 3.11B(iii)

Materials: Module 4 passages "Crash", "The Good Citizen"; Connect the Claim to CREATURES and Argument Path materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Think of a time when a reader needed to understand your reason. Today you will learn how a letter can carry your argument to that reader."

DO

Display the module's anchor chart or key visual for Argumentative Correspondence: The Persuasive Letter. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Watch how the argument stays the same while the format changes. The Greeting names the reader. SET introduces the purpose, evidence, and thesis (central idea). TREES develops the reasoning. RRR brings the argument back to the reader. The Closing signs off."

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

"Tell your partner the audience, decision, and two reasons before you write. Then explain how one detail from the passage proves a reason."

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 Connect the Claim to CREATURES and Argument Path set or the module materials. The student completes the Argumentative Correspondence: The Persuasive Letter skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ I name a specific audience and a clear purpose.
- ☐ My claim states a decision + "because" + reasons.
- ☐ My SET introduction includes a Statement of purpose, an Evidentiary transition, and a thesis (central
- ☐ My TREES body includes reasons, evidence, argument order, thinking, understanding others,

Reteach Lesson 2: Applying Argumentative Correspondence: The Persuasive Letter to Writing (15 Minutes)

Skill Focus: Transfer Argumentative Correspondence: The Persuasive Letter skills into an independent written response.

TEKS: 3.12C(i) and 3.12D(i) with writing process support from 3.11B(i) , 3.11B(ii) , and 3.11B(iii)

Materials: Module 4 passages "Crash", "The Good Citizen"; Connect the Claim to CREATURES and Argument Path materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Teach your partner how a persuasive letter carries an argument. Point to the Greeting, SET introduction, TREES body, RRR conclusion, and Closing. Then explain why one detail from the passage proves your claim."

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 the skill from Argumentative Correspondence: The Persuasive Letter and use it in a written response. I am going to think aloud so you can follow my steps."

DO

Model writing a response using "Crash." Show how the Argumentative Correspondence: The Persuasive Letter 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 Argumentative Correspondence: The Persuasive Letter 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 name a specific audience and a clear purpose.
2. My claim states a decision + "because" + reasons.
3. My SET introduction includes a Statement of purpose, an Evidentiary transition, and a thesis (central
4. My TREES body includes reasons, evidence, argument order, thinking, understanding others,
5. My RRR conclusion restates the claim, refers to evidence, and reflects on why it matters.

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 4 Teacher Lesson Plan Guide ("Argumentative Correspondence: The Persuasive Letter"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.