

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 7 · Module 2
Whose Voice? Emotion, Experience, and the Speaker

Poetry and Narrative with LEAVES

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 7 • Module 2: Whose Voice? Emotion, Experience,
and the Speaker

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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 across the page like a paragraph.	Show the poem's stanzas and ask what the white space does.
The student writes the feeling directly instead of showing it.	Ask which words could make the reader feel the emotion without naming it.
The student treats the speaker as a historian.	Remind the student that the events are real, but the poem uses a speaker's voice and feeling.

Reteach Lesson 1: Whose Voice? Emotion, Experience, and the Speaker Core Skill (15 Minutes)

Skill Focus: Students will read two poems closely and explain how each poem uses its lines, layout, and emotion to communicate a big idea about hope and service.

TEKS: 3.10(D) , 3.12(B) , and 3.8(A)

Materials: Module 2; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Today we are going to practice what we learned in Whose Voice? Emotion, Experience, and the Speaker. Let us look closely at the skill and make sure we understand it step by step."

DO

Display the module's anchor chart or key visual for Whose Voice? Emotion, Experience, and the Speaker. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Look at this question: What does the child notice, remember, and feel? Watch how I work through it step by step so you can see exactly what your thinking should look like."

DO

Model the skill from Whose Voice? Emotion, Experience, and the Speaker using the module's anchor text. Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Now let us try this together with a new question: What Will You Give? I will guide you, but you are going to do the thinking."

DO

Guide students through the prompt: What Will You Give? Wait for the student to attempt each step before confirming or redirecting.

Sentence Frames

"The speaker feels _____ because _____."

"The poet chose the word _____ to show _____."

"The speaker's voice reveals _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the module materials. The student applies the Whose Voice? Emotion, Experience, and the Speaker skill independently without teacher help.

Quick Check (2 minutes)

- ☐ I can describe the layout of each poem, including lines and stanzas.
- ☐ I can name an emotion or experience in each poem and point to the words.
- ☐ I can state the big idea of "A Dream Can Grow" and of "What Will You Give?"
- ☐ My own stanza uses deliberate lines to communicate one feeling or idea.

Reteach Lesson 2: Applying Whose Voice? Emotion, Experience, and the Speaker to Writing (15 Minutes)

Skill Focus: Transfer Whose Voice? Emotion, Experience, and the Speaker skills into an independent written response.

TEKS: 3.10(D) , 3.12(B) , and 3.8(A)

Materials: Module 2; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Yesterday we reviewed the core skill from Whose Voice? Emotion, Experience, and the Speaker. Today we connect that skill to your writing. Remember, the goal is to show what you know on paper."

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 Whose Voice? Emotion, Experience, and the Speaker 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 the module's anchor text. Show how the Whose Voice? Emotion, Experience, and the Speaker skill connects to producing a written product.

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. Have the student say their thesis (central idea) and evidence aloud before writing. Redirect if the response does not address the prompt.

Sentence Frames

"The poem shows _____ through _____."

"The poet's words _____ create the effect of _____."

"This is significant because _____."

You Do: Independent Try (4 minutes)

DO

The student writes an independent response demonstrating the Whose Voice? Emotion, Experience, and the Speaker skill. The response should use evidence from the module's anchor text.

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 can describe the layout of each poem, including lines and stanzas.
2. I can name an emotion or experience in each poem and point to the words.
3. I can state the big idea of "A Dream Can Grow" and of "What Will You Give?"
4. My own stanza uses deliberate lines to communicate one feeling or idea.

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 7, Module 2 Teacher Lesson Plan Guide ("Whose Voice? Emotion, Experience, and the Speaker"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.