

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 7 · Module 3
The Moment That Stays: Artistic Language and Sound

Poetry and Narrative with LEAVES

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 7 • Module 3: The Moment That Stays: Artistic
Language and Sound

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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 misses a metaphor that compares without using like.	Show a metaphor that compares without like, such as a dream as a lantern.
The student tries to fix a repeated line, thinking it is a mistake.	Explain that a poet repeats on purpose to emphasize.
The student breaks prose into lines with no craft.	Ask for one image, one repetition, and one comparison.

Reteach Lesson 1: The Moment That Stays: Artistic Language and Sound Core Skill (15 Minutes)

Skill Focus: Students will read two poems closely and explain how a poet uses artistic language and sound to make an important idea stay with the reader, then use those craft moves in their own rhyming stanzas.

TEKS: 10(D) , 8(A) , and 12(B)

Materials: Module 3; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"We already know what these poems are about. This week that is an advantage. Because you do not have to spend all your energy figuring out the idea, you can look for something deeper: how the poet makes the idea stay with us. A poet uses artistic language, images, comparisons, and word choices, and sound, rhyme, rhythm, and repetition, to make an idea memorable."

DO

Display the module's anchor chart or key visual for The Moment That Stays: Artistic Language and Sound. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Notice how the poet says a dream has neither feet nor shoes, yet somehow finds the roads we choose. That gives a human quality to an idea, personification. Notice hope pictured as a lantern of light, and hope like water helping gardens grow."

DO

Model the skill from The Moment That Stays: Artistic Language and Sound using the module's anchor text. Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Today I do not want you merely naming poetic devices. The more important question is: Why did the poet use it? If you tell me, This is repetition, I will ask, So what?"

DO

Guide students through the prompt: Why did the poet use it? Wait for the student to attempt each step before confirming or redirecting.

Sentence Frames

"The poet uses _____ to make the reader feel _____."

"The sound of the words _____ creates _____."

"This artistic choice matters because _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the module materials. The student applies the The Moment That Stays: Artistic Language and Sound skill independently without teacher help.

Quick Check (2 minutes)

- ☐ I can identify artistic language and sound in each poem and point to the words.
- ☐ I can explain the effect of a craft move, not just its name.
- ☐ I can state the big idea each poem makes memorable.
- ☐ My own stanzas use at least one image, one repetition, and one comparison.

Reteach Lesson 2: Applying The Moment That Stays: Artistic Language and Sound to Writing (15 Minutes)

Skill Focus: Transfer The Moment That Stays: Artistic Language and Sound skills into an independent written response.

TEKS: 10(D) , 8(A) , and 12(B)

Materials: Module 3; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Yesterday the Craft Lab made our thinking visible. Today we discuss why the craft works."

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

"A poet does not add craft for decoration. Each image, comparison, and repetition helps an idea stay with the reader."

DO

Model writing a response using the module's anchor text. Show how the The Moment That Stays: Artistic Language and Sound skill connects to producing a written product.

We Do: Guided Practice (4 minutes)

SAY

"Your job today is to use craft on purpose. Do not simply chop sentences into short lines. Poetry should make every word work harder."

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 The Moment That Stays: Artistic Language and Sound 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 identify artistic language and sound in each poem and point to the words.
2. I can explain the effect of a craft move, not just its name.
3. I can state the big idea each poem makes memorable.
4. My own stanzas use at least one image, one repetition, and one comparison.

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 3 Teacher Lesson Plan Guide ("The Moment That Stays: Artistic Language and Sound"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.