

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 • Cluster 8 • Module 1
PLACE: From Resource to Evidence

Research Capstone

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 8 • Module 1: PLACE: From Resource to Evidence

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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 lists details with no reason statement.	Point to the R and ask which sentence proves that exact reason.
The student names resources but no human choice.	Ask: What did people do with the resource?
The student adds an irrelevant fact about a river or road.	Ask: Interesting or relevant? Does it prove the R?

Reteach Lesson 1: PLACE: From Resource to Evidence Core Skill (15 Minutes)

Skill Focus: Students will answer the module question, use evidence from more than one source, and write a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

TEKS: 3.13A-H research planning, source use, evidence collection, synthesis, citation,

Materials: Module 1; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Every community begins in a place. Today you will notice what a place provides, what challenge it creates, what people choose, and what impact follows. A fact becomes evidence when it proves your reason."

DO

Display the module's anchor chart or key visual for PLACE: From Resource to Evidence. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Your team will not collect every card. Select only the cards that prove the assigned reason. The Evidence Checker will decide Q or P, and the Reason Reporter will explain the job."

DO

Model the skill from PLACE: From Resource to Evidence using the module's anchor text. Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"You are a strong researcher when you ask, Which selected evidence proves your R, and what does it mean? Use a second source to corroborate the same reason."

DO

Guide students through the prompt: How does Passage B show a resource? Wait for the student to attempt each step before confirming or redirecting.

Sentence Frames

"According to the text, _____ (evidence)."

"This detail is strong evidence because _____."

"I chose this evidence because it supports my thesis (central idea) by showing _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the module materials. The student applies the PLACE: From Resource to Evidence skill independently without teacher help.

Quick Check (2 minutes)

- ☐ My R reason matches the assigned thesis (central idea) reason.
- ☐ I use at least one direct quotation and one paraphrase from at least two approved sources.
- ☐ Every quotation has quotation marks and source credit.
- ☐ Every paraphrase changes words and structure and has source credit.

Reteach Lesson 2: Applying PLACE: From Resource to Evidence to Writing (15 Minutes)

Skill Focus: Transfer PLACE: From Resource to Evidence skills into an independent written response.

TEKS: 3.13A-H research planning, source use, evidence collection, synthesis, citation,

Materials: Module 1; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Award yourself for one research move you can point to in your paper. Then set a target that names the exact sentence, source note, or explanation you will improve."

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

"Point to the sentence that proves your award. Now point to the place where your next action belongs. I will ask a question, but you remain the researcher who decides the change."

DO

Model writing a response using the module's anchor text. Show how the PLACE: From Resource to Evidence 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

"My research question is ____."

"According to my source, ____."

"This evidence answers my question because ____."

You Do: Independent Try (4 minutes)

DO

The student writes an independent response demonstrating the PLACE: From Resource to Evidence 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. My R reason matches the assigned thesis (central idea) reason.
2. I use at least one direct quotation and one paraphrase from at least two approved sources.
3. Every quotation has quotation marks and source credit.
4. Every paraphrase changes words and structure and has source credit.
5. After each E1, my E2 explains meaning, importance, and how the evidence proves the R.

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 8, Module 1 Teacher Lesson Plan Guide ("PLACE: From Resource to Evidence"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.