

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 • Cluster 8 • Module 2
PROBLEM: From Question to Solution

Research Capstone

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 8 • Module 2: PROBLEM: From Question to Solution

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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
Details appear with no reason statement.	Point to the R and ask which sentence proves that exact reason.
One action appears with no question or investigation.	Ask what problem and question came before the solution.
Only one result is named.	Ask who else was affected and whether a new challenge appeared.

Reteach Lesson 1: PROBLEM: From Question to Solution Core Skill (15 Minutes)

Skill Focus: Students will answer the module question, use evidence from more than one source, and write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

TEKS: 3.11B , 3.11C , and 3.13A-H

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

Warm Up (2 minutes)

SAY

"Think of a person who helped a community. What problem did that person notice? Do not name the solution yet. Start with the need."

DO

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

I Do: Model (3 minutes)

SAY

"A source fact becomes evidence only when it has a job. Our R is that problem solving strengthens communities. We will find a problem, a question, an action, an impact, and an explanation."

DO

Model the skill from PROBLEM: From Question to Solution using the module's anchor text. Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Place the cards in order. Then defend every placement with because. The problem must appear before the action so a reader can judge whether the response helped."

DO

Guide students through the prompt: What repeats across Franklin, Pasteur, Ford, and the other cases? Wait for the student to attempt each step before confirming or redirecting.

Sentence Frames

"The problem is _____."

"One solution is _____ because _____."

"The evidence supports this solution by showing _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Daily Check set or the module materials. The student completes the PROBLEM: From Question to Solution skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ My R names problem solving as the second thesis (central idea) reason.
- ☐ I use a direct quotation from Passage 16 or Small Choices and a paraphrase from an earlier passage,
- ☐ I explain the problem, the question or investigation, the action, and at least one impact.
- ☐ My E2 explains meaning, importance, and how the evidence proves the R.

Reteach Lesson 2: Applying PROBLEM: From Question to Solution to Writing (15 Minutes)

Skill Focus: Transfer PROBLEM: From Question to Solution skills into an independent written response.

TEKS: 3.11B , 3.11C , and 3.13A-H

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

Warm Up (2 minutes)

SAY

"What repeats across Franklin, Pasteur, Ford, and the other cases? Which source detail proves the R, and which detail is only interesting?"

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

"Award yourself for a research move you can prove. Point to the R, a source-credit note, an E2 sentence, or a second source. Name exactly what the move did for your reader."

DO

Model writing a response using the module's anchor text. Show how the PROBLEM: From Question to Solution skill connects to producing a written product.

We Do: Guided Practice (4 minutes)

SAY

"A target is not My paper is bad. A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it."

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 PROBLEM: From Question to Solution 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 names problem solving as the second thesis (central idea) reason.
2. I use a direct quotation from Passage 16 or Small Choices and a paraphrase from an earlier passage,
3. I explain the problem, the question or investigation, the action, and at least one impact.
4. My E2 explains meaning, importance, and how the evidence proves the R.
5. At least one sentence recognizes that change can have more than one effect.

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 2 Teacher Lesson Plan Guide ("PROBLEM: From Question to Solution"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.