

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 • Cluster 8 • Module 3
PEOPLE: Choices, Service, and Memory

Research Capstone

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 8 • Module 3: PEOPLE: Choices, Service, and
Memory

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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: PEOPLE: Choices, Service, and Memory 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 3; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Look at a town with roads, homes, schools, parks, and no people. Is it already a strong community? Turn your prediction into a reason. What can people give that buildings and resources cannot give by themselves? As you listen, decide what job each source can do in your research."

DO

Display the module's anchor chart or key visual for PEOPLE: Choices, Service, and Memory. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Today you will attempt the research decisions with other researchers. Read every card, identify its source form, and decide whether it works as a fact, example, theme, or significance. Do not place a card because one word feels familiar. Place it only when you can explain how it helps prove the reason."

DO

Model the skill from PEOPLE: Choices, Service, and Memory using the module's anchor text. Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Yesterday you made source decisions visible. Today explain why they work. Why can a poem support theme without proving every historical detail? How can fiction illustrate a choice without becoming a factual record? What does nonfiction add? Then write your own paragraph. The evidence may be yours only when your explanation proves the reason."

DO

Guide students through the prompt: What can people give that buildings and resources cannot give by themselves? Wait for the student to attempt each step before confirming or redirecting.

Sentence Frames

"This person chose to _____ because _____."

"The text shows that _____ mattered because _____."

"This connects to the community by _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the module materials. The student applies the PEOPLE: Choices, Service, and Memory skill independently without teacher help.

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 PEOPLE: Choices, Service, and Memory to Writing (15 Minutes)

Skill Focus: Transfer PEOPLE: Choices, Service, and Memory skills into an independent written response.

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

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

Warm Up (2 minutes)

SAY

"Award yourself for a research move you can prove. Point to the thesis (central idea), a quotation, a paraphrase, a source credit, an E2 sentence, or a corroborating source. Now choose one target that will improve your proof. Name exactly what you will change, where you will change it, and how you will know it is complete."

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

"Today you will teach the learning rather than simply show the paper. Your listener should understand your thesis (central idea), reason, source form, quotation or paraphrase, source credit, and E2. Explain what the evidence proves, then connect it to another contribution. Speak naturally, point to your work, and let your researcher's voice lead."

DO

Model writing a response using the module's anchor text. Show how the PEOPLE: Choices, Service, and Memory 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 PEOPLE: Choices, Service, and Memory 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 3 Teacher Lesson Plan Guide ("PEOPLE: Choices, Service, and Memory"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.