

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 8 · Module 4
TRANSFER: One Paper, One Proof, One Community

Research Capstone

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 8 • Module 4: TRANSFER: One Paper, One Proof,
One Community

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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
Detailed proof is crowded into the SET introduction.	Remind the student that S, E, and T promise the answer; detailed proof belongs in the body.
The body paragraphs have no transitions or shared thesis (central idea).	Align every R beneath one thesis (central idea) and add transitions.
R1 copies the thesis (central idea), R2 lists every fact, and R3 adds new evidence.	Teach R1 restate, R2 refer collectively, and R3 reflect with no new evidence.
Borrowed ideas have no attribution.	Require source credit every time words or ideas are borrowed.

Reteach Lesson 1: TRANSFER: One Paper, One Proof, One Community Core Skill (15 Minutes)

Skill Focus:

TEKS: 3.11B(i) , 3.11B(ii) , 3.11B(iii) , 3.13A-H , 3.11C(i-x) , and 3.11D(i-xxxii)

Materials: Module 4; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"This quotation is accurate, memorable, and useful. Is it a complete research paper? No. Today we will see how every part of the paper has a job and how our three weekly paragraphs become one proof."

DO

Display the module's anchor chart or key visual for TRANSFER: One Paper, One Proof, One Community. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Watch my research decisions. First I name the R I must prove. Next I ask whether the detail is relevant. Then I decide whether the source's exact words deserve a quotation or whether I should paraphrase the idea. Finally, I add E2 because evidence cannot explain itself."

DO

Model the skill from TRANSFER: One Paper, One Proof, One Community using the module's anchor text. Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement."

DO

Guide students through a second example from the module. Wait for the student to attempt each step before confirming or redirecting. Correct one element at a time.

Sentence Frames

"My research shows that ____."

"The strongest evidence is ____ because ____."

"This proves ____ and matters to the community because ____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the module materials. The student applies the TRANSFER: One Paper, One Proof, One Community skill independently without teacher help.

Quick Check (2 minutes)

- ☐ I answer one research prompt with a simple thesis (central idea).
- ☐ I organize PLACE, PROBLEM, and PEOPLE as three reasons that match the thesis (central idea).
- ☐ I use direct quotations and paraphrases from varied sources.
- ☐ I give source credit every time words or ideas are borrowed.

Reteach Lesson 2: Applying TRANSFER: One Paper, One Proof, One Community to Writing (15 Minutes)

Skill Focus: Transfer TRANSFER: One Paper, One Proof, One Community skills into an independent written response.

TEKS: 3.11B(i) , 3.11B(ii) , 3.11B(iii) , 3.13A-H , 3.11C(i-x) , and 3.11D(i-xxxii)

Materials: Module 4; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"No card earns a point until someone explains why it belongs and how it helps prove the weekly R."

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

"Yesterday the cards made our decisions visible. Today I want to hear your reasoning, not only the answer. Use the source, the R, and the paper job in your response."

DO

Model writing a response using the module's anchor text. Show how the TRANSFER: One Paper, One Proof, One Community skill connects to producing a written product.

We Do: Guided Practice (4 minutes)

SAY

"An award is not vague praise. Point to evidence on your own paper and name the research behavior it proves."

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 TRANSFER: One Paper, One Proof, One Community 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 answer one research prompt with a simple thesis (central idea).
2. I organize PLACE, PROBLEM, and PEOPLE as three reasons that match the thesis (central idea).
3. I use direct quotations and paraphrases from varied sources.
4. I give source credit every time words or ideas are borrowed.
5. I explain every piece of evidence with my own E2 reasoning.

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 4 Teacher Lesson Plan Guide ("TRANSFER: One Paper, One Proof, One Community"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.