

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Prepare · Module 1
One Topic, Different Writing Jobs

Preparing to Write: choosing the writing job, genre, and plan
Passage: “The Mystery of the Traveling Shell”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Prepare • Module 1: One Topic, Different Writing Jobs

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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 labels the shell narrative as informative.	Reread a line showing Emsy's experience and ask about the writer's purpose.
The student lists seeing a shell, reading a map, and solving the mystery without developing any moment.	Ask the student to name a setting, a thought, and an important moment that needs development.
The student chooses a genre and then invents a purpose afterward.	Cover the genre cards until the student names the topic, purpose, and audience first.

Reteach Lesson 1: One Topic, Different Writing Jobs Core Skill (15 Minutes)

Skill Focus: Students will use topic, purpose, and audience to decide that narrative is the best response genre, then plan and develop a short narrative using TRAILS.

TEKS: 3.11A(i) (genre selection), 3.12A(i) (narrative characteristics), 3.12A(ii) (narrative craft)

Materials: Module 1 passage "The Mystery of the Traveling Shell"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You will look closely at an unusual object. First, notice what you can observe. Then wonder about it. Turn to your partner and tell what you notice and what you wonder. As you follow Emsy's story, listen for what she notices, what she does, and what she understands by the end."

DO

Display the module's anchor chart or key visual for One Topic, Different Writing Jobs. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"You may have placed the shell-and-copper detail under Actions or Important Moment. What is the strongest job you think it performs, and what evidence supports your choice?"

DO

Model the skill using the question from the module and the passage "The Mystery of the Traveling Shell." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"You can connect a character to an object, a mystery, or people from the past. When you read an ordered list, do you experience the discovery? What setting, thought, dialogue, or important moment would help you follow it?"

DO

Guide students through the prompt: What setting, thought, dialogue, or important moment would help you follow it? Wait for the student to attempt each step before confirming or redirecting.

Sentence Frames

"The writing job for this topic is _____ because _____."

"I chose _____ genre because the purpose is to _____."

"The audience needs _____, so the best genre is _____."

You Do: Independent Try (4 minutes)

DO

Give the student an unfamiliar prompt using "The Mystery of the Traveling Shell." The student applies the One Topic, Different Writing Jobs skill independently. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ Students name topic, purpose, and audience.
- ☐ Students select narrative when the purpose is to let a reader experience a discovery.
- ☐ Students distinguish the passage genre from the response genre.
- ☐ Students establish setting, character, and actions in logical order.

Reteach Lesson 2: Applying One Topic, Different Writing Jobs to Writing (15 Minutes)

Skill Focus: Transfer One Topic, Different Writing Jobs skills into an independent written response.

TEKS: 3.11A(i) (genre selection), 3.12A(i) (narrative characteristics), 3.12A(ii) (narrative craft)

Materials: Module 1 passage "The Mystery of the Traveling Shell"; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You can recognize evidence of your own growth. Read your narrative and choose two awards. Point to what you wrote and explain how it helps your reader. Then choose a specific goal, curiosity, or stress point for your next step."

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

"You are an author-educator today. Share your writing, explain why you chose narrative, and teach one TRAILS feature using your own words as evidence. When you listen, give a specific response about what you could picture or understand."

DO

Model writing a response using "The Mystery of the Traveling Shell." Show how the One Topic, Different Writing Jobs skill connects to producing a written product that meets the TEKS.

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 using "The Mystery of the Traveling Shell." 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 prompt asks me to _____, so my thesis (central idea) is _____."

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

"This shows _____ because _____ (explanation)."

You Do: Independent Try (4 minutes)

DO

The student writes an independent response using "The Mystery of the Traveling Shell." The response should demonstrate the One Topic, Different Writing Jobs skill taught in this module. Use the passage for support.

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. Students name topic, purpose, and audience.
2. Students select narrative when the purpose is to let a reader experience a discovery.
3. Students distinguish the passage genre from the response genre.
4. Students establish setting, character, and actions in logical order.
5. Students include a thought or dialogue, an important moment, and a lasting 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, Prepare, Module 1 Teacher Lesson Plan Guide ("One Topic, Different Writing Jobs"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.