

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Prepare · Module 2
Match the Writing Job to the Genre

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 2: Match the Writing Job to the Genre

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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 because it contains information.	Reread a line where the reader experiences Emsy's discovery and return to the writer's purpose.
The student lists events without developing an important moment.	Ask for a setting, a thought, and a developed important moment.
The student names a genre and invents a reason afterward.	Cover the genre cards and require topic, purpose, and audience first.

Reteach Lesson 1: Match the Writing Job to the Genre Core Skill (15 Minutes)

Skill Focus: Students will confirm that narrative fits the topic, purpose, and audience, then use purposeful craft to plan and write a complete narrative that lets the reader experience the story.

TEKS: 3.11A(i) (Planning), 3.12A(i) (Narrative Characteristics), 3.12A(ii) (Narrative Craft)

Materials: Module 2 passage "The Mystery of the Traveling Shell"; Independent Complete Narrative Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Compare these two versions: Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell. Emsy leaned over the glass display case until her nose almost touched it. Inside rested a small, pearly seashell. Which version creates a clearer picture in your mind? What did the writer add?"

DO

Display the module's anchor chart or key visual for Match the Writing Job to the Genre. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"As you read, notice where you can see the setting, hear Emsy, understand her thinking, pause for a discovery, and understand why the experience matters. You can make your narrative deeper when every detail has a job."

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

"Compare the two coin sentences. Which one helps you experience the discovery? Explain what the added words do for the reader."

DO

Guide students through the prompt: What discovery from your own life helps you understand Emsy's curiosity? 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 a fresh example from the Independent Complete Narrative Check set or the module materials. The student completes the Match the Writing Job to the Genre skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The genre choice fits the topic, purpose, and audience.
- ☐ Each detail helps the reader see, reveals the character, or strengthens the important moment.
- ☐ The important moment develops across more than one sentence.
- ☐ The ending shows what the character understands or carries away.

Reteach Lesson 2: Applying Match the Writing Job to the Genre to Writing (15 Minutes)

Skill Focus: Transfer Match the Writing Job to the Genre skills into an independent written response.

TEKS: 3.11A(i) (Planning), 3.12A(i) (Narrative Characteristics), 3.12A(ii) (Narrative Craft)

Materials: Module 2 passage "The Mystery of the Traveling Shell"; Independent Complete Narrative Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Before you add a detail, ask whether it helps your reader see or understand, reveals your character or moves the story, or strengthens your important moment or meaning. Where does your important moment need more space?"

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 created a complete narrative with more decisions. Today, award your growth. Choose three badges and show your evidence. Explain how each choice helps your reader. Then name a specific goal, curiosity, or stress point and your next step."

DO

Model writing a response using "The Mystery of the Traveling Shell." Show how the Match the Writing Job to the Genre skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Today, your narrative becomes an exhibit. You created an experience with words, and you are the expert beside it. Read your opening, important moment, and ending. Show the exact words of one deliberate choice and explain its effect. As a listener, gather evidence and ask a specific question."

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 Match the Writing Job to the Genre 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. The genre choice fits the topic, purpose, and audience.
2. Each detail helps the reader see, reveals the character, or strengthens the important moment.
3. The important moment develops across more than one sentence.
4. The ending shows what the character understands or carries away.
5. The complete narrative includes all six TRAILS characteristics.

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 2 Teacher Lesson Plan Guide ("Match the Writing Job to the Genre"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.