

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Prepare · Module 3
Plan the Path Before the Draft

Preparing to Write: choosing the writing job, genre, and plan
Passage: “The Recess Question”

STUDENT SUPPORTS

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Grade 3 • Prepare • Module 3: Plan the Path Before the Draft

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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 passage informative because it contains information.	Reread Beth's thoughts and actions and ask about the writer's main purpose.
The student says Beth wanted recess, the class discussed it, and Beth changed, without developing any moment.	Ask for a setting, thought or dialogue, and a slowed important moment.
The student names a genre and then invents a reason.	Cover genre cards until the student names topic, purpose, and audience.

Reteach Lesson 1: Plan the Path Before the Draft Core Skill (15 Minutes)

Skill Focus: students will choose a genre from topic, purpose, and audience; select a planning strategy that fits the writing job; and use it to plan and draft a narrative.

TEKS: 3.11A(i) (genre and planning strategy)

Materials: Module 3 passage "The Recess Question"; Independent PREPARE Planning and Draft Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"You will keep the recess topic the same while you try different writing jobs. Listen for a moment to develop, information to explain, a viewpoint to support, and someone who could receive a message."

DO

Display the module's anchor chart or key visual for Plan the Path Before the Draft. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Your prompt determines the response genre. To help a third-grade reader experience Beth's changing thinking, you choose narrative. Then you choose a route into the writing. Watch how a map places Beth's important moment in the center and connects her thinking before and after it."

DO

Model the skill using the question from the module and the passage "The Recess Question." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Say the purpose out loud first. What do you need your response to do for its reader?"

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 plan starts with _____ and ends with _____."

"I chose this plan because _____."

"The most important part of my plan is _____ because _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Independent PREPARE Planning and Draft Check set or the module materials. The student completes the Plan the Path Before the Draft skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The genre fits the topic, purpose, and audience.
- ☐ The planning strategy fits the writing job, and the student explains why.
- ☐ A visible plan identifies the important moment.
- ☐ The narrative develops Beth's changing thinking with all six TRAILS characteristics.

Reteach Lesson 2: Applying Plan the Path Before the Draft to Writing (15 Minutes)

Skill Focus: Transfer Plan the Path Before the Draft skills into an independent written response.

TEKS: 3.12A(i) (narrative characteristics)

Materials: Module 3 passage "The Recess Question"; Independent PREPARE Planning and Draft Check materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Now name your audience. Does your reader need to experience an event, learn an explanation, consider a supported viewpoint, or receive a direct message? Use that decision to choose your genre and planning route."

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 can earn an award from your planning page or your draft. Your prepared writing begins before the first sentence, so your good decisions deserve to be noticed too."

DO

Model writing a response using "The Recess Question." Show how the Plan the Path Before the Draft skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Teach your partner the five decisions: topic, purpose, audience, genre, and plan. Show where your plan influenced your draft and explain one TRAILS feature. Then listen and ask a clarification question before you switch roles."

DO

Guide the student through composing a written response using "The Recess Question." 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 Recess Question." The response should demonstrate the Plan the Path Before the Draft 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 fits the topic, purpose, and audience.
2. The planning strategy fits the writing job, and the student explains why.
3. A visible plan identifies the important moment.
4. The narrative develops Beth's changing thinking with all six TRAILS characteristics.
5. The student can point to a connection between the plan and draft.

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 3 Teacher Lesson Plan Guide ("Plan the Path Before the Draft"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.